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ABSTRACT

Twenty mothers of culturally disadvantaged children took part in a program of self-help which was both child- and mother-centered. Two groups of ten mothers each met weekly with two staff members over an 8-month period and were trained to tutor their infants (1 to 2-years-old) in their homes. Fifteen of the initial 20 mothers remained in the program a second year. The program included: (1) training mothers to use educational toys and materials to stimulate their children's learning in sensory-motor, concept, and language development; (2) discussion of child-rearing problems; (3) fostering attitude change through sharing ideas; and (4) helping the mothers to develop self-confidence and responsibility. Regular home visits were made by staff members to observe mothers working with their babies and to make helpful suggestions. The implementation section of this report describes recruitment of mothers and selection of educational materials. Also given is an account of the weekly meetings which emphasized verbal interaction and involvement of the group and their leader. At the end of the training period each mother completed a questionnaire evaluating the program. Both these evaluations and staff judgments indicated that the program was successful in meeting its objectives. (NH)

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MOTHERS' TRAINING PROGRAM:
EDUCATIONAL INTERVENTION BY THE MOTHERS OF DISADVANTAGED INFANTS.

EARLADEEN BADGER

August 1968

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Note: The program described in this report is part of a larger research project under the direction of Dr. Merle B. Karnes, currently in progress at the Institute for Research on Exceptional Children (IREC), College of Education, University of Illinois. The project is supported by the U.S. Office of Education, Bureau of Research Grant 5-1181, Contract OE6-10-235.

TOMORROW'S PROGRAM FOR TODAY'S PROBLEMS

The Mothers' Training Program developed at Colonel Wolfe Preschool this past year offers a practical scheme for infant education and a new direction for programs for the culturally disadvantaged. In comparison to other early intervention programs, it requires a minimum expenditure of funds. It is both child- and mother-centered, and, finally, its major emphasis is self-help.

When the culturally disadvantaged youngster enters public school without prior academic intervention, he may immediately qualify for remediation programs or "special classes." Many of the learning problems exhibited by these children are irreversable. Head Start was designed to provide intervention a year earlier but essentially made no effort to alter the home environment. Infant tutorial programs even when successful, are not practical since they involve a one-to-one relationship between a professional teacher and the child. Obviously, every culturally disadvantaged child in our nation cannot be provided with such a program.

The idea of training mothers to implement an infant tutorial program seemed worth trying. Such a program, if successful, would: (1) extend the number of children reached per professional, per dollar spent; (2) stimulate the mothers' awareness of the educational needs of her infant; (3) positively affect other children in the family as the mother learned to transfer her training; (4) develop a sense of dignity in the mothers who were doing something for themselves; (5) reinforce the current emphasis on training indigenous leadership by encouraging these mothers to contribute to their own community; and (6) provide a setting where other family problems related to learning disabilities could be discussed .

Twenty mothers were recruited to establish two groups which met once a week with two half-time staff members. One staff member functioned as group leader, while the other kept notes. Both evaluated meeting content. Our program included (1) training mothers to use educational toys and materials to stimulate their babies (infants between 1-2 years of age); (2) discussion of problems related to child rearing in today's society; (3) fostering attitude change through sharing ideas with each other; and (4) development of a sense of responsibility for themselves, their families, and the community in which they live. Regular home visits were made by the two staff members to observe mothers working with their babies and to make suggestions. These home visits were important in reinforcing what was taught at the meetings and in all cases were welcomed by the mothers.

Inherent in the success of this program was the belief that culturally disadvantaged mothers _can_ change their lives and that they _want_ to. Such a commitment may waiver during the recruitment stage. In most cases, mothers "resisted" attending their first meeting. A common characteristic of the mothers is a feeling of lack of dignity or worth, and to resist change through withdrawal and helplessness is their defense. When a mother is convinced of her lack of worth, she can not envision herself as a teacher. (How _like_ the attitude we see in her child as he enters kindergarten, resisting change by fighting the teacher or the other kids or by completely withdrawing. If he continues to fight, he may be placed in a "special class." If the teacher feels sorry for him, he may remain withdrawn, letting others "do for him", setting a pattern for later life.) Our mothers grew enormously during the year. They became aware of the importance of their own attitude towards learning and how it affects their children. They discovered the importance of taking time with one child apart from the rest of the family. They recognized that learning can take place only if there is some order in living, and that such order must extend from mother to child. In working towards a better relationship with their children, they learned that positive attention and encouragement through love are more effective than negative attention when a child is "bad."

Equally important to the success of this program was the belief that culturally disadvantaged mothers can become effective teachers. It made little difference what kind of educational background the mother had. The important criteria of success was the relationship she established with her child. As soon as mother and child were able to work together with mutual respect, the mothers easily utilized the toys and materials demonstrated in class. Regular home visits by the professional staff offered opportunities for extra help when indicated. It was a joy to hear and to see constant feedback of the principles and techniques offered in class as we visited the homes.

Our program's success can be measured in the following ways: (1) attendance records of the meetings; (2) attitude changes which the staff observed regularly; (3) the pride seen on the faces of the mothers as we watched them "work" with their babies in the home; (4) the questionnaire given at the end of the program; and (5) the elevation of I.Q. scores of the babies. Finally, the commitment of these mothers towards the goals of the program is the most important criterion of success. Fifteen of the twenty mothers will participate in a second year program, and several will enthusiastically and capably assume responsibility for recruitment of "new" mothers .

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FOR THOSE WHO WILL

For those who recognize the merits of setting up Mothers' Training Programs as self-help for the culturally disadvantaged, we offer a working outline which is elaborated upon in subsequent sections of this report.

1. Recruitment. Expect resistance. New programs take time to sell themselves. If you have indigenous leadership in the community, utilize it. These recruiters are easily trained and capable. They can identify with the problems better than you can. Remember that attendance at the first meeting is the criteria for participation in any program.

2. Group profile. Balanced groups make for better discussion. If possible, include at least one grandmother and a young, unwed mother in each group. It is helpful if you can recruit one mother who understands the need for the program and can function as a catalyst in the group.

3. Attendance. If you wish to approximate our attendance record, you must be an enthusiastic believer in what this program can accomplish. The criteria of success is regular attendance at meetings and you must say this to the mothers and say it often. Sharing reasons for absence with the group is important because this is a group project. As the mothers begin to belong to the group and to derive satisfaction from the program, they won't want to be absent.

4. Two part emphasis. Class time should be balanced so that part of the time is child-centered and part is mother-centered. The first includes the specifics of teaching and requires strong leader participation. The second involves group discussions and attitude change

with minimal leader participation.

5. Self-image of group. Mothers must be accorded the same respect as professional teachers. They must be convinced that they can teach. Each mother needs respect for her ideas and her ability to succeed.

6. Group responsibility. Each mother can expect help in fulfilling her commitment to the goals of the program. This is a function of the group. Success or failure is shared. The leader needs to translate this as a principle of the "group process" in order to insure the cohesiveness of the group.

7. Role of leadership. The leader's presence is always felt. She provides a model of what is appropriate. She may reinforce meaningful and pertinent aspects of a discussion, but the group provides its own vehicle for attitude change through interaction with each other.

8. Repetition. Principles of teaching must be stated clearly, simply, and often. Our group's formal education was limited. If they were going to incorporate new principles into their behavior, we had to repeat them at every opportunity.

9. Purpose of group reports. In three of the meetings summarized (see EARLY DEVELOPMENT OF THE GROUP PROCESS), individual mothers' reports were called for by the leader. The most important reason for such reports is to encourage the less talkative mothers to participate in discussion. It is important that individual reporting begin at the first meeting and continue regularly until each member has a complete sense of "belonging" to the group.

10. Purpose of assignments. Notebooks and written material are not important in themselves, but they add to the mothers' self-image as a teacher and foster organization and order which are important

requisites to the success of the program.

11. Honesty. To encourage honesty in the group, the leader must possess the courage to say those things that may not be pleasant to hear. If mutual respect exists, the leader can confront the group with the inadequacy of their defenses, ie. withdrawal and helplessness. The members will face these issues with each other once the process is initiated by the leader.

12. Program toys. Six basic educational toys were the media employed to stimulate the intellectual and language development of the babies, and were equally important as the media in which positive interaction between mother and child occurred. In addition, a table and chair were the conditioner of good work habits and time with mother.

13. Home visits. Home visits by staff members are important in corrective feedback of the principles of teaching introduced at meetings and in helping a mother build a positive working relationship with her baby. If mutual respect and honesty exist between staff and mothers, these visits are invaluable to the success of the program. Visits may be made weekly or monthly, depending on the needs of each mother-child unit.

OUR PROGRAM

Child-Centered

Our budget for expendable educational materials was $50 per child.* The following materials were included: (1) table and chair set; (2) eleven educational toys; (3) crayons, scissors, play dough, slate and chalk; (4) four inexpensive books; (5) lending library of thirty wooden in-lay puzzles and simple object lotto games; and (6) plastic laundry basket for storage of materials.

The toys and educational materials were presented according to the following emphases:

1. Following directions
    (1) Graduated Rings**
    (2) Snap Beads**
    (3) Stringing Beads**
    (4) Nested Boxes**
    (5) Object Lotto Game
2. Problem solving
    (1) Form Box**
    (2) Shapes, Colors, and Sizes**
    (3) Wooden In-lay Puzzles
3. Fun (non-structured play)
    (1) Pounding Bench
    (2) Busy Box
    (3) Music Ball
    (4) Crayons, Scissors, Play Dough, Slate and Chalk
    (5) Blocks
    (6) Learning Tower

*See Appendix I for a list of materials, their price and manucacturer.

**Six basic toys of program.

While the books were provided primarily to encourage language development, the interaction of mother and child with all of the program toys provided verbal stimulation. As the leader demonstrated teaching techniques with each new toy, she used key words which the mothers were to use, and to encourage their children to repeat.

Our program materials were largely determined by evaluating the infant tutorial program initiated at the University of Illinois during 1966-67.* We chose toys and materials that provided the widest range of experiences in sensory-motor areas as well as concept and language development. We had no difficulty staying within our budget and suggest that items 1, 2, 3, 5, and 6 under sub-section number 3. Fun, be deleted when funds are inadequate. A large selection of expensive toys is not required in this kind of program, but the toys that are used should be sturdy and chosen for a purpose. There are merits in group-made materials, but we believe that the maximum benefit to mother and child comes from class time spent in stressing principles of teaching and in group discussion aimed at attitude change rather than in making teaching materials to use at home.

These principles of teaching were repeated often:

1. If you have a good working relationship with your child, you can become an effective teacher. A good relationship is based on mutual respect.
2. Be positive in your approach. Praise or acknowledge the child's success in each new task, even when the child simply trys to do as he is instructed. In correcting a mistake, minimize it. Show the right way immediately; have the child re-do the task and praise him.

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*Special acknowledgement goes to Dr. Genevieve Painter, Program Director, and Rivka Yavin and Barbara Jean Fisher who were teachers in the program.

3. Break a task into separate steps. Teach one step at a time, starting with the simplest. Do not proceed to the next step until the child is successful with the first.
4. Introduce one toy at a time. Put one toy back in the laundry box before presenting another. With beads or toys with small parts, use a small container on the table to teach order and to prevent spills.
5. If the child does not attend or try to do as instructed (and you are absolutely sure he can do what is asked), put the toys away until later. Try again when he is ready to work. Forget scolding, begging, and bribing. This time together should be fun for both of you.

Our program for the child developed as follows:

1. Table and chair set and plastic laundry basket. These items are considered necessary to encourage order and structure in the home and with the child. Mothers were instructed to work with their babies only at the child's table and with the child on his chair. Initially, work time might be only ten minutes but would increase as the child's attention span lengthened, and as the program of toys grew. Each toy was to be presented and taught as demonstrated in class, allowing for individual innovations on the part of the mother. All of the program toys were to be kept in the laundry basket and put away and out of reach except when the mother was working with the child.
2. Nested Cans. Each mother collected or was given a set of five seriated cans. Starting with two, big and little, she was to teach her baby to stack saying, "Put the little one on top of the big one." Then the cans were inverted, "Put the little can in the big one." Words "big" and "little"

were stressed. When the child was successful with two cans, the mother would increase the number until he was able to perform both tasks with five cans. The cans were a prelude to Nested Boxes which were distributed later.

3. Graduated Rings. Mother was instructed to take the rings off the spindle and arrange them in order. Child was to place rings back on spindle in order. When the toy is presented like this, even the youngest baby can be successful. It is a good "first toy" for building on success.

4. Snap Beads. Mother should instruct by standing behind the child's chair. Clasping her hands over his, she should repeat the motions of "push" and "pull," exaggerating the movement and saying the key words with the motion, using the same two beads. When the child is ready to approximate these two motions, he is ready to try without help. He will have to be helped again in learning to "move up" with the hand that is holding the chain of beads.

5. Form Box. There are five geometric shapes which must be placed in the proper holes in the box. Mother was told to start with the "circle" shape as the easiest. Calling the shape by its proper name, she was to help the child insert the circle until he could do it by himself. Other forms would be added one at a time, stressing repetition so that the child could perform the task unaided.

(The Nested Cans, Graduated Rings, Snap Beads, and Form Box were introduced during the first 4-6 meetings. The first two toys were success-oriented; the latter two demanded patience and help on the part of the mother, particularly with babies under twenty months of age. Since most of the babies had an attention span of twenty minutes or less at this stage of the program, four toys and two simple picture books were adequate materials.)

6. Stringing Beads. This is a more difficult toy than Snap Beads since fine finger coordination is demanded. Mother needs to demonstrate many times and to help her child from behind as with the Snap Beads. The child needs much time with continued help from mother. Large, narrow beads should be used initially, and babies under eighteen months shouldn't be started on this toy. Most of our babies were completely successful somewhere between twenty- and twenty-two months.
7. Shapes, Colors, and Sizes. This toy could be presented in a variety of ways, depending on the age of the child. We told the mothers to forget about teaching color and to concentrate on forms and sizes. This toy was an extension of the forms taught with the Form Box and of the concept of big and little stressed with the Nested Cans. Mothers were instructed to stress the following words: circle, square, triangle, big, little, big circle, little circle, etc. They were directed to play verbal games such as "Give me the big circle."
8. Nested Boxes. Again: mother was instructed to begin with only two boxes, big and little. In addition to stacking and inverting, a third task was added, "hiding the boxes." Here the child learns to cover the little box with the big box. When working with several boxes, mother should prearrange them in order to insure the child's success.

(Somewhere between the second and third month of the program, the older babies were performing fairly successfully with all of the above toys. Several were attending for as long as an hour. The mothers were told to go through the complete program of toys daily.)

9. The Pounding Bench, Busy Box, and Music Ball were given out the week before Christmas and were described as "fun toys." They were not to be kept with the Program Toys and were not to be played with at the table and chair set. The baby could play with them whenever or however he chose. For those mothers who complained that their babies didn't want to stop "working" when they put away the toys, it was suggested that the "fun toys" be used as "transfer" toys. She would simply put away the Program Toys when she decided the session was finished and hand her baby one of the fun toys as a substitute. (For those babies who preferred the "time" with mother, this substitute of toys didn't work very well.)

10. Wooden In-lay Puzzles. We started rotating a lending library of thirty wooden puzzles (3-12 pieces) during the third month of the program. Mothers of our younger babies would keep the same puzzle for two or three weeks, but the other mothers would return and exchange on a weekly basis. (We are pleased to report that at the end of the program no puzzle pieces were missing.)

11. During the second half (last three months) of our program, we emphasized activities to accelerate language development. Mothers received a list of antonyms with examples of how to teach them to their babies. The teaching of prepositions was demonstrated, using several of the Program Toys. We also taught several simple finger plays. Reading of books such as Three Little Kittens and Mother Goose Nursery Rhymes stressed dramatization in story-telling. These kinds of activities were not enthusiastically received by the mothers, perhaps because teaching their baby to express himself better

was a sensitive point with the mothers. They were self-conscious about their own speech patterns and the two white mothers provided most of the feedback on these activities. All of the mothers, however, enjoyed teaching Body Parts to their babies and were successful with as many as 10-15 parts of the body. The scrapbook project*, an excellent language development activity, continued throughout the program and was a source of pride to mother and child.

12. Play Dough, scissors, crayons, and slate and chalk were considered art materials, and all of the babies enjoyed playing with them. Though they were only offered to the child during the work period (so that the mother could supervise), they were classified under Toys for Fun because they were non-structured activities. Other than teaching their baby to make a circle by going "round and round" on a large newspaper and on a chalk board, the mothers were encouraged to let their babies express themselves freely with these materials. Several of the older babies learned to use the scissors very well and were beginning to show control with the large crayons. Since these materials were enjoyed so much by the babies, most of the mothers withheld them and used them as a "reward" or as a final activity after doing the Program Toys each day.

13. Blocks, Learning Tower, and Unifix Cubes were introduced near the end of the program to demonstrate transfer of learning to the mothers. A set of 10 wooden blocks, 5 plastic seriated cylinders, and 10 interlocking cubes were distributed. We asked

*Scrapbook Project described in EARLY DEVELOPMENT OF THE GROUP PROCESS.

the mother not to provide any instruction and very little help and to watch her baby to see what he would do with these toys. They were given out during a home visit so the staff member present could also observe. Staff and mothers were pleasantly surprised to see most of the babies stack the blocks as they had the cans and boxes, stack and invert the cylinders, and join the unifix cubes which required the same "pushing" skill used with the Snap Beads. The children loved these inexpensive materials, which graphically demonstrated to the mothers how important success is in the enjoyment of any activity.

14. Four kinds of Object Lotto Cards were rotated during the last month of the program. The pictures on the cards were familiar to most of the babies, and the older children quickly learned to match the cards to the pictures on the large lotto card.

Mother-Centered

Before discussion sessions will be successful, several questions must be answered. What kinds of problems are typical of the group? How much awareness do they have of their problems, and what are they doing about them? Are honesty and openness possible in this group? What kind of materials will provoke meaningful discussion?

The problems common to our group were poor education, little self-esteem, low income, inadequate housing, large families, fatherless homes. The women were aware of their problems, but conspicuously lacked the energy or motivation to change their circumstances. Those who took jobs to increase their income and improve their living conditions neglected their children in the process. The question then became: "How does a black woman with a poor education, too many kids, and no husband go out and do for herself and her family so that she can have dignity and worth?" Meaningful discussion of problems and attitude change can occur if the leader has the courage to confront the group with the issues and at the same time offer a supportive relationship. The leader must help to define a group deficiency, i.e. withdrawal or helplessness, and then present alternatives. The leader might say, "Previously you may have thought that feeding and clothing your children was all that was expected of you. We're saying now that your job involves much more. Participation in this program is your opportunity to prove to yourself and others that you're capable of more."

The program we used to provoke meaningful discussion was not planned by staff alone. We were guided by the group and their response to previous subject material. The leader was prepared to introduce something "new" at each meeting but was willing to change and adapt the agenda when something more important was brought up by one of the mothers. The subject material used in these discussion periods follows, not necessarily in the order in which was introduced.

A. Pamphlets

1. Your Child and Discipline by Rudolf Dreikurs, M.D. and Vicki Soltz, R.N. Available in packages of 35 for $1.00, stock number 382-11708 by writing to NATIONAL EDUCATION ASSOCIATION, 1201 16th Street, N.W., Washington, D.C. 20036.

2. Gesell's Developmental Scale (1-2 years). Summarized from Dell pocketbook, The Gesell Institute's Child Behavior, 30-35.

3. The ABC's of Guiding The Child by Rudolf Dreikurs, M.D. 1964 Chicago: Community Guidance Centers. Order through Alfred Adler Institute, 6 N. Michigan Ave., Chicago, Illinois 60602.

B. Materials Read

1. Excerpts from Revolution in Learning by Maya Pines. New York: Harper and Row, 1967.

2. Excerpts from Last Exit to Brooklyn by Hubert Selby, Jr. New York: Grove Press, 1967.

3. Birth Control and The Negro Woman. Ebony Magazine, March 1968.
4. On Being an American Parent. Time Magazine, January 1968.

C. Movies

1. "Family Counseling" by Rudolf Dreikurs, M.D. Order through Alfred Adler Institute, address above.
2. "Palmour Street." Available through Modern Talking Pictures Service, Inc., 160 E. Grand Ave., Chicago, Illinois 60611.
3. "Guess Who's Coming to Dinner?"

D. Speakers

1. John L. Johnson - local black leader.
2. Local representative of Planned Parenthood.

E. Field Trips

1. Public Library.
2. University of Illinois Nursery School Demonstration Classes.

F. Role Playing

1. The Generation Gap
2. Recruiting mothers for Mothers' Training Class
3. Mother and child during work session.

The pamphlets were the first materials used for discussion periods. The Gesell stages were summarized and the mothers related easily to this material which was non-threatening and comfortable to talk about. The other two pamphlets were chosen because of their "common sense" approach to child rearing. The group could accept the principles of Dr. Dreikurs as logical and yet felt free to discuss their own problems in child rearing.

In the materials read by the leader, there were different emphases. Revolution in Learning directed the group's attention to the responsibility they have in the education of their pre-schoolers. On Being an American Parent focused on the complexity of today's social problems and the enormity of the parent's role. The other two selections were highly personal and controversial. The few pages taken from Last Exit to Brooklyn described a day in the life of a family living in a tenement house. The mother was hard working while the father was lazy and shiftless; the children were neglected and abused. All of the mothers reacted strongly. Those on welfare commented, "She should kick her husband out; he's no good; he'll never change; better for the kids not to have a father at all." The few who were living with their husbands said, "She must love him to take all that; any father is better than no father; he might change." One of the mothers living with her husband admitted that it would be financially easier and better for her children if she "went on welfare." The article on Birth Control and The Negro Woman brought out the deep seated convictions these mothers share in having as many children "as the Lord gives us" and the fears and superstitions they attach to "The Pill" and other contraceptive devices. This article brought out the "real" feelings of the group. Previously we had had a speaker from Planned Parenthood, and these feelings had been disguised. In that discussion every mother said she was taking "The Pill."

The Dreikurs film "Family Counseling," was shown to relate to the new methods of raising children outlined in the two pamphlets distributed and discussed throughout the program. "Palmour Street," a half hour film depicting the lives and problems of a Negro family in Gainesville, Georgia, was received with empathy. The group, with the exception of two white mothers, identified with the poverty and hopelessness shown and tried to convince themselves of their present opportunities for change. "Guess Who's Coming to Dinnger?" was a spontaneous group event enjoyed by all, except one "Black Power" mother who was angry that the negro maid had accepted such an "Uncle Tom" part. The leader confronted her with the suggestion that she was so upset because she saw herself in the part, in the catering service she did for white people. This particular mother was one of the few high school graduates in the group and very bright. She had been repeatedly attacked by the leader and other members of the group regarding her complacency in food service work when she really had higher ambitions for herself, ambitions she was unable to recognize. Instead, she strongly identified with the Black Power movement in the community.

With the approval of most of the group, a young, black, male leader of the Negro community came as a guest speaker. He spoke with passion about what mothers must do to help themselves and their children. He talked in a most provocative way about school board elections, city council meetings, and the neighborhoods in which they lived. These remarks, coming from a person indigenous to their own neighborhood and representing the strong Negro male absent in all of their lives, stimulated the discussion. Thereafter, we noticed stronger participation and interest in discussions involving neighborhood problems, and, for some, a commitment to do something about these problems.

The speaker from Planned Parenthood was mentioned previously, and we might add here only that we now understand why so many of the mothers "forget" to take their birth control pills. There were frequent discussions concerning pregnancy and a standing joke that "you can't get pregnant while you're in the Program." This kind of openness and light-hearted talk was encouraging and implied attitude change. One mother who delivered her sixth child (all under 6 years of age) during the year and is interested in participating in a second year program, told the group leader in confidence that she'd be too embarrassed to face the group if she became pregnant again.

Our field trip to the Public Library provided library cards for all of the mothers and emphasized a resource they had to make an effort to use in encouraging learning in their children. It also reinforced the order we were trying to introduce into their homes (the laundry basket for the program toys; working with one toy at a time, etc.). The child's use of library books was to be supervised and the books were to be stored in the laundry basket for safe keeping. Our visit to the demonstration nursery school classes conducted at the University of Illinois brought forth many pertinent questions. Some of the mothers expressed an interest in serving as helpers in the classes. Such a response would have been unlikely from similar mothers who were not involved in a program of this kind. That they were able to ask relevant questions implies that they had some information, a point of reference, and the self-confidence necessary to ask a question. To conceive of themselves as a helper in a nursery school implies an identity with the teacher and a degree of self-esteem.

Role playing was not initiated until a complete sense of "belonging" was common in the group. Our first attempt portrayed three generations and dealt with what we called the "grandmother phenomena" and the generation gap. From the beginning there had been a need for meaningful dialogue between the two generations present in our groups. In the Negro matriarchal culture, the grandmother often represents the impenetrable authority in the family. Our grandmothers brought this role to the meetings, and it was the source of much conflict and subsequent clarification for the group in defining the separate roles of authority. Our stage was set with one mother playing a 16 year old girl who wants to quit school and get married. She comes home late one night to find her mother and grandmother waiting up for her. She announces her decision to marry. From this point the acting members and the group as a whole came to terms with the generation gap.

Our second attempt at role playing involved the mothers taking turns in trying to recruit mothers for a new Mothers' Training Program. The feedback given on the advantages of belonging to such a program amazed the staff as well as the two visitors present. Staff and visitors became convinced that indigenous leadership is easily trained.

Our third attempt at role playing was as successful as the other two. We explained to the group that we would be having visitors from a ghetto area in Chicago who wanted to set up similar programs and asked that they demonstrate how they worked with their babies. Mothers took turns playing the child who was resistant and difficult to teach, while other mothers proudly demonstrated how they handled these situations. All but one mother agreed to participate and, regardless of the merits of individual performances, all presented an image of self-confidence and worthy an image not present at the onset of our program.

RECRUITMENT

Since the program was new, it was difficult to describe to mothers and even more difficult to "sell." Further, it was almost impossible to assess what motivation mothers might have for full participation.

We initiated recruitment in July, 1967, in an area within a mile radius of Colonel Wolfe Preschool. This neighborhood was predominantly Negroes of a lower socioeconomic level. Families were referred by the County Welfare and Public Health Departments, as well as by Colonel Wolfe Preschool where children are enrolled in special preschool programs for the culturally disadvantaged. Specifically, we were looking for mothers of infants between 1 to 2 years of age. The mothers were (1) to be interested in a training program where they would be the teachers of their infants, (2) to be willing and able to attend a two hour class each week where they would be instructed in positive teaching techniques, and (3) to agree to work with their infant for a period of time each day. It was explained that the program would run one school calendar year and that their infant would be pre- and posttested, to ascertain how successful they had been as teachers.

We were not so naive to think that the referred mothers would be readily receptive to such a program or would comitt themselves to any major extent. With few exceptions, they were prisoners in their homes who got out to buy groceries or to take a sick child to the doctor. Those who had been church-goers in the South had often relinquished church affiliation since moving to the North because it wasn't that easy to attend anymore. For the most part, they felt trapped, and their adjustment was to accept their depressed living conditions with resignation. They were, however, realistic enough to recognize that a good education for their children was important, and they readily verbalized this. They did not consider that they played any part in this education and, in fact, had been conditioned accordingly when their children had been bussed to Headstart and other preschool programs without any particular involvement expected of them. The suggestion that they could learn ways to stimulate the mental growth of their babies at home was received with skepticism and distrust.

The most efficient way to recruit mothers for this program was to appeal to their individual needs by (1) emphasizing the desirability of an afternoon a week with $3 provided for babysitting expense, (2) stressing how helpful it was to get together with other mothers to talk about mutual problems, and (3) indicating that all the toys used in the program would be given to their baby. Since the mothers wanted their children to have a better education than they had had, they were favorably impressed by the educational opportunity offered their child regardless of how inadequate they might have felt about their role as a teacher.

Twenty mothers were enrolled and their babies tested (Cattell Infant Intelligence Scale) during a two week period in July, 1967. Some problems were voiced regarding securing a babysitter or the possibility of securing employment which might conflict with the demands of the program, but all of the mothers said they thought they could reconcile their difficulties by the time the program started in late September. Two months lapsed before those mothers who had agreed to participate in the program were again contacted. The results of this contact were disappointing. Five mothers had secured employment that conflicted with our class meeting time; four had enrolled in a special school program for Welfare Aid to Dependent Children mothers at a neighboring Junior College, to prepare them for a high school diploma; five said they had been unsuccessful in finding a babysitter. Exclusion from the program for reasons of employment and enrollment at the Junior College was viewed as legitimate and positive, and increased efforts were directed towards helping mothers arrange for babysitters. An attempt was made to obtain sitters through a local high school work program for special students. After repeated home visits with these five mothers, however, staff finally determined that the babysitter excuse was the only "acceptable" excuse the mother could offer to exempt themselves from the program. In truth, they had given only lip service to their interest in this program when initially recruited. Their fears, distrust, and personal feelings of failure made it virtually impossible for them to mobilize themselves in a positive manner. We tried to recruit these particular mothers for several reasons. First, their need for a program of this kind was greatest as they had shut out the outside world and their children were severely emotionally deprived. Second, we attempted to break down their defenses by offering a supportive, friendly association. And third, it was considered appropriate and useful in the research scheme to try to include some mothers who were particularly resistive.

To avoid losing any of the six mothers who had consistently remained interested in our program, classes began immediately with this small group. The first class met September 21, 1967, 1-3 p.m. Transportation by car was provided to the Colonel Wolfe Preschool, and all six mothers were present. They were told that twenty mothers would eventually be enrolled in the program, but that in the interim we would meet two times a week rather than once a week as previously outlined. There was unanimous assent to this proposal. It was felt that more frequent initial meetings would be especially helpful in building group interaction and cohesiveness. In addition, since this group seemed to be so positively motivated towards the objectives of the program, their help could be enlisted in defining the aims and expectations of the year's training program.

We continued in our efforts to recruit mothers throughout the month of October and most of November. It was a slow, difficult job, often involving five follow-up home visits before a mother attended her first meeting. It was encouraging to note, however, that once a mother came to her first meeting she had committed herself to the goals of the program, and her regular attendance thereafter could be expected. Eventually two more of the original twenty mothers attended, a total of eight participants from the initial summer recruitment.

After three weeks (six meetings) with the original six mothers, two groups were formed. Each group consisting of ten mothers who met only once a week. The earlier group was filled by the last week in October and voted to meet on Tuesday afternoons. The later group, which met on Thursday afternoons, did not complete its enrollment until the end of November. Members of both groups understood that regular attendance and participation in this program would be expected until the termination of classes in June, 1968. There were no drop-outs or substitutions of mothers after the last week in November.

Discussion

Because of the many problems we faced during the recruitment phase of this program, the difficulties that can be expected in selling any new program should be emphasized. Involvement in a Mothers' Training Program presupposes a somewhat ordered household and a degree of self-confidence and mobility. These were not characteristics of the mothers we sought to recruit. Their passive resistance covered up feelings of distrust, lack of self-esteem, and an unwillingness to believe that they could surmount any of the barriers they accepted as inherent in their existence. Staff must understand that it will be necessary to make several home visits before a mother will have the courage to attend a meeting.

In spite of the five mothers who used the babysitter excuse to exclude themselves from the program, we must not underestimate the very real problems these mothers had in securing a dependable babysitter. With few expections, the participating mothers relied on a relative, usually their mother or a sister. Depending on the number of preschool children they had, they would either take their children to the relative's house or have the relative come to their house. In the absence of neighborhood child care centers, an interested relative became a significant criterion for recruitment.

The problems we experienced in recruitment would be shared by similar new programs but are minimized when a program is repeated or becomes established. Mothers who have learned something they can successfully apply and have increased their sense of self-worth are the best promoters of future training programs. Fifteen of our twenty mothers voted to continue in a second year mothers' program. Some of these mothers will utilize their enthusiasm and capabilities in directing the recruitment of new mothers.

GROUP PROFILE

In our group of twenty mothers, eighteen were Negro and two were white. Three of the Negro members were grandmothers who were recruited because they assumed primary responsibility for the care of the infant subject. With the exception of the two white mothers who were born and reared in the North, only four of the Negro members were born in Illinois. The others migrated principally from Mississippi but also from Georgia and Arkansas.

Public assistance through Aid to Dependent Children funds was the source of support for sixteen of the families, and the fathers were absent from all but one of these homes. Six of these mothers were working (domestic day work) on a part-time basis to supplement ADC funds, and two had rather stable employment.* One of the white mothers was attending a beauty culture school. In the families of the three participating grandmothers, the mothers were full-time students. Of the four remaining mothers, three had marriages intact. One of these mothers was employed full-time.** The fourth mother was employed as a food caterer and was self-supporting.

In the case of the mother mentioned above who had a full-time job and whose marriage was intact, the family had nine children and a combined annual income which exceeded $5000. In all other families, the annual income did not exceed $4000.

The educational level of this group ranged from 5 to 12 years, with a mean of 8.4 years.

*One participating grandmother had a full-time Civil Service janitorial job, and one mother who was a high school graduate was employed as a cashier in a drug store.

**This mother's full-time employment consisted of two jobs totaling 14 hours a day. She did factory assembly work during the day and had an evening food service job. (See ATTENDANCE)

These mothers had from 2 to 11 children with a mean of 5. This mean is high because the three grandmothers had 8, 9, and 11 children, respectively. If their daughters had been the group participants, there would have been only one child per mother in these instances and a mean of 3.8 children per family. Since the grandmothers were the head of the household in each case, the new baby of the unwed mother was accepted as the youngest in a family of many.

ATTENDANCE

Class attendance was impressive. The Tuesday Group, officially intact the last week of October, had a total of 28 meetings before the program recessed the first week of June.* Mean attendance was 87.1%. Seven mothers were absent fewer than three times. The Thursday Group officially convened the last week in November, and held a total of 23 classes. Mean attendance was 74.8%. Six mothers were absent fewer than three times.

Discussion

We recognized that regular class attendance was imperative if we were going to realize the goals we had set. The mothers were told that since the program was a group endeavor, we would succeed or fail as a group and each member was responsible to the group as a whole. Functioning in two smaller groups of ten rather than as one large class was instrumental in developing a sense of belonging and a sense of responsibility to each other. We regularly complimented the mothers in attendance during the early part of the program. It was not necessary to be so directly supportive after the first few months as their own pleasure in attendance.

We adopted a rule regarding absences that was helpful to the staff and the mothers. If any mother found it impossible to attend a class, she was to call the school office or one of the two staff members the morning of the class to spare the driver a trip to her house. In addition, the leader explained all reasons for absences to the group. Often absences were occassioned by a sick child, conflicting outside employment, a sick babysitter, or , for several weeks, the hospitalization of one of the mothers. If a mother failed to call in to explain her absence, a home visit was made the following day. The mothers understood this procedure and quickly responded to calling in their excuses.

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*We did not include the six exploratory meetings with our original six mothers noted under RECRUITMENT.

Three mothers in the group of twenty had personal problems which made it virtually impossible for them to function adequately in this program. They tried sporadically and an inordinate number of home visits were made in their behalf. One of these mothers was receiving psychiatric help at the time of recruitment and the other two were advised to seek individual treatment. All three had been particularly resistant during the recruitment process, and their mean attendance was the lowest. Unfortunately, these three mothers were in the Thursday Group and their sporadic attendance was occasionally discouraging to other members of the group. The attendance of a mother in the Tuesday Group all but ceased after the first week in March. She was one of the original six mothers and was extremely interested in the goals of the program. However, she was the mother of nine children, and when her husband's salary couldn't match the house mortgage payments, she took on two outside jobs, working a total of 14 hours a day. Near the end of the program, she arranged her lunch hour at one of her jobs so that she could "get to class and not let the rest of the group down," but she was usually so tired that she would fall asleep in class.

With the exception of the four mothers described above, our attendance record was consistently high. Typical of the positive effect of sharing absences with other group members is the example of one mother who early in the year called to excuse herself because she had a headache. When she returned the following week, she was pounced on by other members of the group who said they had headaches too, but that they always felt better after they got to class. They offered startling testimonials to the effect that their headaches even disappeared. That was the last class that particular mother missed.

HOME VISITS

At the beginning of the program mothers were told that home visits would be made in order to see how well their babies were doing and to help the mothers use the principles of teaching discussed in class. Our plan was to observe each mother working with her child once a month and to be available for additional help that might be needed.

During the first month of the program, the mothers were briefed on how to build a positive relationship with their babies and how to use the principles of teaching as they related to each toy. Our first home visit to check progress was scheduled for the second month of the program. The babies were then working with three of the basic toys and with the set of seriated cans. As toys and materials were added to the program, each month's home visit would have a different focus. Appointments for home visits were arranged during class and always at the convenience of the mother. If the mother was unable to keep her appointment, she was to call and arrange for another appointment. This plan worked out very well and appointments were made and kept. Occasionally a baby was asleep when the staff member arrived.

Nine mothers reported some difficulty in getting their babies to respond during the first couple of months. All but two of the babies responded to the staff teacher in a single demonstration session with their mothers. Mothers often tried too hard, expected too much, and failed to reinforce positive actions with praise. When these tendencies were pointed out individually and discussed at length in class, the mothers made a special effort to relax and enjoy the work time with their child, to concentrate on what their child could do rather than what he couldn't do, and to praise him when he was successful or when he tried. The mothers began to recognize that it was easier to correct bad habits in their babies than it was with their older children. They saw the importance of the time they spent with their babies. Several reported that their babies cried and had tantrums when work time was over and they put the toys away, and mothers were encouraged to give their child one of the "fun toys" as a substitute for the Program Toys when the session was over. When the child still cried, the mothers recognized that it was the time with mother that the child missed rather than the toys. Several mothers said that their babies were easier to manage and better behaved as a result of the positive time they spent together. Other children in the family also shared in the success of the baby. They would watch with pride while their mother worked with the baby and were eager to help and to have the baby "show-off" for the teacher. We distributed used toys to older preschool siblings who were not in nursery school so they wouldn't feel left out.

In the homes of our three participating grandmothers, we encouraged the young mothers to work with the baby and spent extra time in helping her get started. In all three cases, these young mothers became effective teachers, and reported an improved relationship with their babies and their mothers. Instead of being the "big sister" to their baby, they became the mother.. Achieving this new status was facilitated by the grandmother's growing awareness of her proper place in the family constellation.

Only two babies, both girls, wouldn't work for the staff teacher on the first follow-up visit. Both babies were described as stubborn and spoiled by their mothers. One performed on the second visit, but only after the teacher gave her a piece of candy. This kind of conditioning was repeated on two subsequent visits accompanied by praise, and on the fourth visit she performed well without the candy. The other little girl appeared to be afraid of the white-faced teacher. After five short visits to the home, in which the teacher simply gave the child a piece of candy, patted her, and left, she was ready to work for the teacher. She remained, however, the most independent child in the program and always tried to work "on her own terms."

During home visits we were able to verify which mothers were not working with their babies. Three of the mothers had personal problems that made it virtually impossible for them to function effectively in our program, and one mother of nine children worked at two full-time jobs outside the home during most of the program. Their babies did not make the gains shared by the other babies.**

We also saw the serious effects of prolonged illness at this age with two of the babies. One child became very anemic and needed two or three long naps during the day. The other child was hospitalized two times for a total of five weeks over a three month period. Both of these babies regressed in their performance with the toys and never caught up to their original gains.

**See ATTENDANCE for further comments on these mothers.

EARLY DEVELOPMENT OF THE GROUP PROCESS

During the first three weeks (six meetings) with our original group of six, we emphasized verbal interaction and involvement. The mood and content of these early meetings are summarized below.

September 21, 1967

We began introducing ourselves to the group -- telling a little about our families, our children, and anything else mothers volunteered about their situation. Everyone responded, including the two staff members, with an openness that connoted initial acceptance of a group approach. Introductory remarks by the group leader included the importance of the mothers' participation, explanation of attendance records, and details of transportation. The presence of the second staff member and her role as a recorder was noted as essential since this was a research program. In addition to the technical details of our meetings, which were explained matter-of-factly, the research purposes of our program were stated positively. The dual aims were (1) to stimulate the intellectual and verbal development of their babies, using toys, books, and puzzles as the media, and (2) to foster an interaction between mother and baby based on mutual respect and to supplant older methods of discipline where the child learns through fear of punishment. Since the latter implies attitude changes, the group method was essential so that mothers would learn to help each other through discussion of mutual problems. Regular attendance would establish continuity and help to assure success in the two-fold purpose of the program.

At this point, the leader sought to initiate group discussion, and chose a subject that she was sure all of the mothers could report on positively. She prefaced her question by remarking how important it was to encourage independence in children as early as possible, and then asked, "How many of your babies are starting to dress and feed themselves?" The mothers were eager to tell what their children could do, and all but one mother responded voluntarily, and she answered when personally asked. Another mother who was particularly shy and uneasy reported with great pride how her daughter "would eat only if nobody fed her." (It was this mother who told the group leader after class that this was the first time she had ever talked in a group. She added that perhaps it was because this is the first time she had something to offer.)

After this period of group discussion, two notebooks were distributed to each mother and their use explained. In one the mothers were to record their own notes of the year's experience, and in the other, their child's present vocabulary. They were to add new words and phrases to their child's book as the program progressed. Simple suggestions were given for encouraging language growth. When their baby pointed or motioned for something, i.e. water, the mother would say "water" and then say, "Tell me" or "Say it." Simple picture books were loaned to each mother with instructions to look at the books with her child on her lap and to point to pictures and repeat key words over and over. The class ended with the leader expressing gratitude for the contributions of the group and acknowledging the fine spirit of cooperation.

September 26, 1967

Introductory remarks by the leader described a "new" method of raising children. The theme was democracy with equality for everyone and was elaborated as follows: In the home, each member of the family (regardless of age) cooperates to insure the happiness and self-respect of everyone. This method differs from the old, authoritative approach exemplified by "Do as I say because I say it." We need to respect our children as individuals and to learn new ways to help them want to learn and to function independently. We can do this by providing structure in their lives (regular schedules for naptime, mealtime, bedtime,and a good time with mother). The hope was expressed that the mothers would want to share their ideas on methods of child rearing as the year progressed, to tell what was working for them and what wasn't.

Since there were no questions or comments at this point, the leader proceeded to summarize the Gesell stages of development for children between 1-2 years of age. This topic initiated group response as the mothers began to compare their babies' behavior with the Gesell norms. They were so interested in the information that the leader asked if they would like a copy of the summary for their records. There was unanimous assent, and we agreed to have it for them at the next meeting.

As a follow-up of the first meeting, three mothers reported favorably on the books borrowed at the first class. Two mothers said their child had associated the picture of a dog with their own dog. The third commented that her child "was quiet and listened to me." Only one child tried to repeat words after the mother, and he was one of the older babies (24 months). The age was emphasized to the other mothers so they would not become discouraged about their babies performance. The mothers were again instructed to go through the same picture book many times, relating the picture of a shoe or orange to the concrete object in the home.

The leader initiated a new topic of discussion by asking one of the mothers who fairly self-assured to share a problem that she had with any one of her nine children. She readily accepted and chose her oldest child, a 17 year old boy. The boy didn't want to go to school, and he gave her the "silent treatment" when she got after him about it. She had enlisted the help of the school counselor, but the boy resented this and called the counselor "nosey." The most effective punishment she had used so far was to have him wash walls which he hated to do. Three mothers of younger children volunteered that their children liked school but added, "So far!" One mother wanted to know why the boy couldn't quit school if he wanted to: "He'll decide to go back when he finds out he needs an education to get a good job." Another disagreed with this advice, saying, "If you make him go, he'll thank you later." The mother who thought he should be permitted to quit school continued, "Let him learn the hard way. The Service will get him." The mother of the boy now spoke with a great deal of feeling. "This boy has talent on top of talent. He can draw, fix TV sets, play basketball, but it's just darn laziness. He lived with my mother 'til he was 14, and now the discipline at home is divided because my mother lives with us, and she's the babysitter while I'm working. I rely on her, and yet she undermines everything I say and do." Those mothers who could identify with the "grandmother problem" could see the same thing happening in their families. Most of them admitted that they accepted this interference because they didn't want to show disrespect.* The class ended after the leader thanked the mother who had shared her problem and told the group that they could help each other through continued participation in discussions of this kind.

September 28, 1967

After distributing the promised copies of Gesell's summary of developmental stages, the leader demonstrated the teaching potential of a set of 5 seriated cans. The cans were graduated in size (6 ounce frozen juice to #2½ canned fruit). The mothers were told to collect a set of cans, but that they needed only 2 cans to begin teaching, the littlest and the biggest.

*Later in the program we had participating grandmothers in both groups and there was considerable crossfire regarding the conflicting roles of grandmothers and mothers in raising the family.

The importance of beginning with 2 cans, rather than all 5, was explained. We were training our children to be successful. To do this, we must always start with the simplest part of a task, and proceed slowly to the more difficult parts. The child's success and progress should determine the pace in teaching. The mothers were instructed to demonstrate a tower of 2 cans and then to help their babies copy it. They should then invert the cans (put the little one in the big one), and encourage their child to do the same, In conjunction with teaching these two skills, the mothers were told to be mindful of teaching the following words: big, little, in, and out. They must also be sure that their child follows directions. They might say, "Put the little can in. Take it out. Give me the big can." The importance of praising a child for trying as well as succeeding in any new task was explained.

After this first detailed lesson in formal teaching, the leader returned to the discussion of the last meeting. The 17 year old boy who refused to go to school was described as "discouraged." She explained that discouragement is common in children at every age, and, as parents, we are often responsible for the development of this trait, i.e. comparing one child unfavorably with another. The group was asked if they could give any examples of discouragement. The mother of the 17 year old boy replied that recently he had asked her to look up a phone number for him, and she said, "You don't even know how to find a telephone number." The group agreed that the statement was discouraging, but they were sympathetic and indicated that they would probably have said the same thing.

Discussion became very tense as two of the mothers told of the "old fashioned beatings" they had received as children. In spite of the adverse affect such beating had had on them, they admitted that they beat their children "when they need it." One mother differentiated between a beating and a spanking by saying, "The hand can injure a child's bones worse than a belt, which only hurts the skin. All the poor folks in the South beat their kids." When the leader asked if a parent could force a child to do or to learn something with a beating, most mothers shook their heads negatively. Two good examples were given where beatings hadn't accomplished any purpose. One was the classic example of the teenage girl who became sexually involved and pregnant in an attempt to get away from home. The other was a thieving adolescent boy; repeated beatings served to alienate him further from home and family. These two examples of delinquent behavior were described by the leader as attempts of our young people to show their mother (parents) that they "could do as they please," even when it was self-destructive. Most of the mothers could identify with the example of sexual delinquency, and they seemed relieved when the leader suggested we turn our attention to the younger children at home.

They were asked to think about ways in which they compared one of their children unfavorably with another, thereby giving rise to jealousy among the children. All seemed to feel that jealousy is present in every family, and that it wasn't too serious. One mother seemed particularly disturbed about the jealousy between her two children. She told about being the disfavored one in the family when she was a child and how it hurt her. She followed this by saying she played "games" with her two children, i.e. saying, "I've got my baby" to one child while "teasing" the other child by turning her face away from his kiss. When contronted by the leader about the similarity between how she felt as a child and how one of her children probably feels, she quickly retreated, saying, "I get headaches thinking about this problem." Another mother, who the leader knew to particularly abusive in the disciplining of her seven children under 7 years of age, gave an impressive account of how much she played and enjoyed all of her children, saying, "I just feel like I'm growing up with them." (To date, she is the only mother who has not admitted any problems.)

In turning the discussion to the importance of schedules and structure in the lives of children, the leader brought up the subject of bedtime. One of the mothers who seldom talks volunteered that she let her children stay up late and watch TV and acknowledged that she knew this was wrong. Her courage and honesty was met with support by one of the more vocal members who said she knew it was wrong too but did the same thing. The meeting ended after a kitty sound toy was given to each mother with instructions that their baby be permitted to manipulate the toy and encouraged to listen to and mimic the sound and to say "kitty."

October 3, 1967

The leader began by emphasizing what the mothers must do to accelerate their babies' development: (1) stimulate language; (2) encourage manipulation of educational toys; and (3) develop a positive working relationship with the baby so that his increased attention span, his ability to follow directions, and his success would become routine. The mothers reported on the kitty toy given out at the last meeting. Four said their babies were able to say "kitty" or repeat it after them. One mother, who has six children under 6 years of age, said that even her 4 year old didn't recognize the sound and that the two youngest babies tore the toy up.* When the mothers were asked to report on the seriated cans demonstrated at the last meeting, only two had tried them with their babies. Rather than express disappointment at this, the leader said she'd help by collecting extra sets of cans so that those mothers who needed cans could get started without delay. An inexpensive cloth book with one object to a page was given

*This family (with the father in the home and employed at a local Car Wash) had the lowest annual income and the worst living conditions of any family in the program. The emotional deprivation of the children was severe.

to each mother with a common assignment. She was to spend five minutes each day going through the book with her child, teaching as many new picture-object words as she could. Mothers were reminded to put all new words in their babies' "vocabulary notebook."

The remainder of the meeting was spent in encouraging verbal response from every member of the group. Each mother was asked to tell about the infant subject of the program: name, age, special interests, relationship to siblings, what was easy about him and what was difficult. Since none of the mothers had written in their notebooks during previous meetings, they were asked to take notes as each mother talked, devoting a page to each child. They were encouraged to ask questions and discuss whatever they were interested in knowing more about. We had time for five mothers to report, and group interaction was good. Common characteristics of the infants were shyness with strangers, strong independence, willingness to play alone, and ability to get their way by crying or tantrums. The exceptions to the latter were two subjects who were not the youngest in the family. It was apparent that the babies in these families enjoyed a special status until they were replaced by a new baby. Casual attitudes regarding schedules for meals and naps were again noted and mothers admitted that they usually "give in" because it's "easier that way." In this session, as in previous sessions, the mother with "no problems" gave a glowing report about how well her baby "gets along with everyone in the family." We had to end our meeting before the last mother reported, but she is a highly verbal member and didn't seem to mind. A pamphlet, Your Child and Discipline, was given to each mother with instructions to study it carefully for discussion at a later date.

October 5, 1967

There was a male visitor present during our meeting. He was introduced simply as a visitor*, and he sat away from the group at the request of the leader. His presence was soon forgotten by the group whose discussion was especially lively. We distributed our first two program toys, a set of Snap Beads and a Form Box with 5 geometric shapes. As in the demonstration and instructions with the 5 seriated cans, the mothers were told to start with the simplest part of the task. "Begin with only 2 beads. Stand behind your child and assist him in pushing and pulling. Say 'push' and 'pull' as you go through the motions." The mothers were told to use only the round shape initially, since it is the easiest to insert in the form box. "Be sure of success before trying other shapes." Containers (one-half gallon plastic ice cream cartons and 2 lb. coffee tins) were offered to the group so that beads could be safely stored when not in use. Large plastic laundry baskets would be available at the next meeting so that all of the program toys and equipment could be kept together. There were extra sets of seriated cans for those mothers who still needed them. Two mothers reported "different" things that their children had done with the cans, i.e., using them as a train and rolling them on the floor. Freedom to experiment with the program toys was encouraged, as long as the child continued to work on the specified tasks.

The main activity of this meeting was the mother's report on the baby's vocabulary book. Each mother was asked to read the words she had recorded. The babies, ranging in age from 16-24 months, knew 9-23 words, the number largely dependent on their age. However, one 18 month old girl** was using

*The visitor was a representative of CBS-TV's 21st Century program. He previewed our program for later filming to be included in a two part series entitled "New Trends in Early Education."

**This little girl, coming from the most deprived home in the group, and the second youngest in a family of six children under 6 years of age, was speaking fairly clearly in 4-6 word sentences by the time she was 24 months.

phrases on a 2 year old level. It was pointed out to the mothers that babies learn the names of objects first (with the exception of the word "no") and that was why we were encouraging them to spend five minutes a day with the picture books. If pressed for time, they might enlist the aid of an older child with the books.

At this point, creative use of materials available in the home was brought up by the leader. Mothers were encouraged to think about things they could give their child to amuse himself and to report back to the group when items had been used successfully. Since all of the mothers were not prepared to discuss the pamphlet on discipline given out at the last meeting, the leader asked if anyone had a problem at home that they wanted to share. As if she had come prepared for the question, the mother who had previously not admitted any problems, spoke up without hesitation. She told about the jealousy and competitiveness between her oldest, a 7 year old girl, and the next oldest, a 6 year old boy. "The boy is always copying his siter, wanting everything she has." Another mother asked, "Does he do it to get the compliments she gets, or the attention?" "No, I give him the most time." The leader injected, "What kind of time? Punishment or special help?" "He needs a good punishment, but I let it slide so I won't be on him all the time. He's my problem child." Another mother commented, "I whip mine all evenly about once a week." The leader responded, "Then at least they all get the same. Often the smart ones are also smart enough to get out of punishment." The mother who had initiated the problem continued, "When I ask him *why* he has done something wrong, he says, 'I don't know.' and that makes me mad." Another mother added, "My boy does me that way too, and I get so mad. I throw him on the bed to keep from hurting him." The leader asked, "Do *adults* always know *why* they are doing something?" (Silence and nervous laughter) One mother who had read the pamphlet on discipline picked up on an idea about a child who is bad because he's trying to get attention. The mother who raised the problem admitted that maybe she was giving time (positive attention) to her other children, while her problem child was only getting attention when he did wrong. We didn't have time to get back to exploring the reasons that children say "I don't know" when asked why they did something wrong. But in the cases of our two mothers, it was probably because their children have a great deal of fear about real beatings that the mothers regularly administered. After the leader acknowledged the value of the problem shared, the group was urged to read the entire pamphlet on discipline for further discussion at our next meeting.

October 17, 1967

Our first participating grandmother was introduced as a new member today. She received the same materials given the others, and laundry baskets were given to all. The group was told that the man who had visited the previous week was from CBS-TV, and that there were plans to televise parts of our program. The mothers were asked if they felt self-conscious with a visitor, and no one felt this had been a problem. The presence of a new member provided a legitimate reason for reviewing the following: (1) Spend five minutes each day with the picture books. (2) Teach the skills of stacking and inverting the seriated cans. (3) Work on the pushing and pulling motion with Snap Beads. (4) Begin eye-hand coordination with the Form Box. An additional project to stimulate language, a scrapbook was introduced by the leader. The mothers (or older children in the family) would cut pictures from magazines or catalogues that the baby was able to identify (either by naming or pointing), and the pictures would be pasted in the child's scrapbook. A loose leaf notebook binder with heavy grade paper would be durable enough so that the child could handle his book often.

Besides increasing the baby's vocabulary, the book would be a source of pride and accomplishment for mother and chidl to share. The mothers were told that this project had been used very successfully in an infant tutorial program (Painter, 1967). All of the mothers agreed that they would like to make such a scrapbook for their baby. The leader said she would secure notebooks, paper, and catalogues.

A discussion of the pamphlet on discipline followed. None of the mothers volunteered comments so the leader proceeded to outline the principles stated by the authors. She emphasized the difference between the authoritarian and the democratic approach to children, the importance of encouraging and commending good behavior rather than giving attention through criticism of mistakes and bad behavior, and the reasons for discouraging competition between children. What happened during this presentation was the beginning of our "grandmother phenomena." Our new member monopolized the discussion, playing the role of the self-righteous, knowledgeable ally of the leader. Whatever statement the leader made, the grandmother would heartily agree. She had the "right answers": "I don't think you should tell a child he's bad, do you?" "I think those students who misbehave in school need more attention, don't you?" The leader tried to pick up general points without giving her any special recognition or reinforcement. The most vocal member of the group had the courage to take issue with the grandmother on one occasion and was supported by smiles from the other mothers. However, most of the mothers were completely silent. In order to "clear the air" before the meeting ended, the leader explained that our final three members would be joining the group within the next two weeks and that one of these members would be another grandmother. Hope was expressed that future meetings would result in improved communication between mothers and grandmothers and a new respect for each other's roles in the family.

RESUME OF TUESDAY GROUP MEETINGS

To avoid repetition we have selected the Tuesday Group to represent the activities of both groups, but we would add that there were basic differences between the two groups and they did not always handle material in similar ways. Attendance and group cohesiveness was higher in the Tuesday Group, but interaction and response to the leader was more clearly demonstrated in the Thursday Group. The presence of two white mothers and one "black militant" mother helped to account for this response of the Thursday Group. Honesty and openness were registered more often in the Thursday Group, and the spontaneity of their reactions made it easier and more fun for the leader to function in this group.

Early classes were weighted strongly in favor of the Child-Centered part of the program because mothers could talk more easily about their child than themselves. They understood that they were in class to learn how to teach their babies, and so it was logical that the presentation of toys and teaching strategies followed by a discussion of the success or failure of these materials and methods would be a primary emphasis initially. Toys and program materials were not presented in an ideal order. Leaders of new programs can improve this sequencing. Since ours was a research program, we had to discourage the sharing of toys with older siblings. In an action program where families of pre-school children are served rather than individual infants, this rule should be relaxed.

Certain routine details are not included in the resume of classes that follows. There was always some discussion pertaining to the scheduling of home visits. A few minutes at the beginning of class were spent selecting new puzzles to take home from the puzzle "library." During this time the leader answered informal questions, passed around the attendance sheet, or distributed babysitting checks. We regularly had visitors who were instructed to refrain from participating, but this proved impossible for some. Their presence at meetings is essentially omitted from the resume. We have not included all discussion relating to specific problems observed during home visits or a detailed account of the extra help regularly given to certain mothers. These problems were, however, shared and discussed with the group regularly, and individual mothers with special problems always welcomed the supportive help of the group.

Finally, although the "grandmother phenomenon" is not always mentioned under the response to material presented, it was always present. The roles of the grandmothers slowly changed as the mothers gained the courage to confront them. This evolving process provided new insights into the roles of mother and grandmother in the Negro matriarchal family.

Resume of Meetings

Activities Scheduled or Occurring Spontaneously	Responses of the Group
October 24, 1967	
1. Two new toys distributed to mothers (Graduated Rings and Beads for Stringing) - demonstration of teaching techniques.	1. No response.
2. Emphasis on setting a certain ti time each day to work with the infant.	2. Only one mother indicated she worked with her baby at a regular time, the first thing in the morning.
3. Discussion of pamphlet, Your Child and Discipline, continued from last week.	3. Lively interaction. There was a consensus that grandmothers were too lenient; everyone has eating problems with their babies; all kids fight and it is difficult for mothers not to take sides. Some insights gained.
4. General questions posed: "Any questions or problems?" "Should child be allowed to pick out his	4. Good discussion on picking educational toys in preference to what the child thinks

October 24, 1967 (Con't.)

own toys?" "Should boys be allowed to play with dolls?"	he wants. One member (a grandmother) tried to impress leader with the "right answers" and was assailed by one of the members. Strong reaction by two mothers on the doll question: "This shouldn't be allowed." Some clarification on how some mothers perceive their boys.

October 31, 1967

1. Mothers were asked to report on success or difficulties in working with the following toys: Seriated Cans, Form Box, Snap Beads, Stringing Beads, Graduated Rings.	1. All mothers seemed eager to report. Good feedback on praising to reinforce success. Some mothers shared innovative techniques in teaching certain toys. Two mothers shared problems: "Stringing Beads is too hard." "Mine wants to bang the cans."
2. Re-emphasized the importance of spending 5 minutes a day on two simple picture books previously distributed. Mothers were encouraged to have baby point and name the object pictures and to relate the abstract to the concrete.	2. These ideas were not well received. Two mothers reported regularly spending time with the books.
3. Six important principles of teaching were stated and explained.	3. The group entered these principles in their notebooks (at leader's suggestion).
(1) Teach under favorable conditions. Work at tables, TV off (nothing distracting).	
(2) Be aware of individual differences in your child, his age, how active he is, how easily he is frustrated. Don't compare your baby with other babies in the program.	
(3) Interest and attention come from success. Recognize and encourage this. Present one toy at a time, one part at a time.	

October 31, 1967 (Con't.)

(4) Break the task down into parts. For example, in stringing beads, recognize all that's involved, and work on each part.

(5) Stop while it's still fun. Don't continue so long that baby throws things or fusses.

(6) Keep talking to your baby.

November 7, 1968

1. Laundry baskets distributed with instructions to keep program toys stored in basket and out of reach except during working period.	1. No response.
2. First follow-up home visits to observe and help mother and baby with the toys were scheduled. Purposes of home visits again explained.	2. Mothers indicated on a schedule sheet the time that was most convenient for them.
3. A list of antonyms was given to each mother with examples of how to teach them.	3. No response. Leader detected some some apprehension in the group.
4. Pamphlet, ABC's of Guiding The Child, distributed with instructions to read for discussion at a later day.	4. Group seemed eager to read more by Dr. Dreikurs, as they enjoyed discussing the pamphlet previously distributed.
5. General questions: "Any problems from the group?"	5. One mother said her 3 year old wanted to play with the program toys provided for the infant. This seemed to be a problem common to the group. Several mothers mentioned how they successfully handled the problem. The leader indicated to the two mothers who had 3 and 4 year olds who were not part of any nursery school problem that we would try delivering used educational toys, so that these children wouldn't feel left out.
6. General discussion on how to choose Christmas toys for your children.	6. Good discussion on the effects of TV advertising, on educational toys as opposed to expensive battery operated toys that the child only watches, on the care of toys.

November 14, 1967

1.	Leader reported on home visits made to date.	1.	The group responded favorably to sharing this information. Recognition and praise for the mothers and babies observed seemed to spread to the group.
2.	Looseleaf notebooks, heavy white paper, catalogues and old Weekly Readers were distributed for scrapbook project. Mothers were encouraged to involve older siblings in cutting and pasting.	2.	No response. Project as outlined seemed to be well received.
3.	Mothers were asked to report on "Reading Time" and teaching antonyms.	3.	Three mothers reported favorably on use of books but only two acknowledged having tried to teach opposites to their babies.
4.	"Any problems?"	4.	The same mother expressed continued difficulty with interference from two older siblings, ages 3 and 4 years. Group responded in a supportive manner to this mother who works full-time and has a baby-sitter caring for children. Older children are jealous of mother's attention to baby and also need positive time with mother. Suggestion made to let baby-sitter work with baby on program toys, freeing mother to give equal time to all the children in her brief periods at home.

November 21, 1967

1.	Report on home visits.	1.	Mothers visited were eager to share their child's reaction to the visit by the teacher. Generally positive, although two mothers felt their babies were a little shy and could have done better.

November 21, 1967 (Con't.)

2. Book, Three Little Kittens, distributed and a dramatized reading of it which stressed the value of repetition of certain phrases was given. Mothers were encouraged to do the same with their babies.	2. No response. Mothers seemed somewhat taken back by leader's performance.
3. "Any problems?"	3. "What do you do when your baby crys when the Program Toys are put away?" "How do you keep from saying 'No, that's wrong.' when you're trying to correct a mistake?" "My child always want her own way when we work together. What should I do?" Several mothers reported that their children were unhappy and cried when the toys had to be put away. The group realized that maybe it wasn't the toys as much as it was the end of "good time" with mother. The importance of positive reinforcement to insure success was re-stated and discussed. The power struggle between the mother and the child who "wants her own way" was discussed. Group offered suggestions, drawing from Dr. Dreikur's pamphlet, ABC's of Guiding the Child.

November 28, 1967

1. The group was asked about status of toys and table and chair sets.	1. Table and chair sets were holding up fine. (These are inexpensive, poorly constructed sets, and we had advised special care when we delivered them.) One mother had lost some of the graduated rings and was troubled because she couldn't find the toy in the store to replace it.

November 28, 1967 (Con't.)

2. One mother asked how to handle grandmother's interference and advice. (This was a spontaneous question, perhaps unconsciously planned in advance to attack authority figures and grandmothers.)	2. A heated discussion with total group involvement and interaction resulted issues discussed were: (1) relationships between the grandmothers and the mothers, especially when both are taking care of the child, as in the case of unwed mother who lives at home; (2) problems in raising little boys in fatherless homes; and (3) possible reasons for early marriages. You could almost see our two grandmothers getting new insights into their roles in the family.
3. Discussion of pamphlet, ABC's of Guiding the Child.	3. Not much response on sections entitled Mutual Respect and Encouragement, but considerable reaction on Reward and Punishment. One mother gave example of running around and getting pregnant as retaliation against severe punishment. Two mothers said they had kids who were indifferent to punishment. Two mothers expressed hopelessness or "bankruptcy" with their kids who always "got even" with them. Leader reinforced the importance of developing positive relationship with children and the advantage of beginning with their babies. All seemed to relate this to our teaching methods in this program.

December 5, 1967

1. Over-all evaluation of last month's home visits was presented. Problems apparent in 3 of our 10 homes were shared with the group. Seven of the mothers have established a positive working relationship with their child.	1. Two of the 3 mothers had already voiced problems, so open communication was natural and easy. The third home presented the "grandmother phenomenon." Grandma came to class while the mother tried to work with the baby at home. All felt that extra help from staff would be a good idea.

December 5, 1967 (Con't.)

2. As follow-up to "grandmother phenomenon," leader asked group to respond to identity of roles of mother vs. grandmother in Negro matriarchal culture by asking, "Is it that the grandmother feels that the daughter gets herself into this mess (pregnacy) and thereafter must do as grandmother wishes if they share the same house?"	2. Excellent group involvement in facing this painful question. The conclusion was that the mothers must gain courage to be "mothers" and grandmothers must recognize the necessity for this.
3. "Any questions?"	3. "Won't children 'taught early' get bored in school?" "Can a parent create a problem by telling her children they are smarter than other children?" "What do we do if our baby won't talk?" The significance of the first two questions is that two mothers already envision their babies as "smart," able to achieve in school, and even ready to "compete." The third question pointed up a common problem where many family members provide "service" to the baby. He gets what he wants by grunting, pointing, or crying.
4. Assignment for next week: Bring vocabulary books up-to-date and report on ways to teach opposites.	4. No response.
5. On this month's follow-up home visit, we will want to see 3 things: (1) stacking and inverting 3-5 cans; (2) naming objects from scrapbooks and books; (3) circular movement with crayon on newspaper. Large, non-roll crayons as well as a supply of newspaper were distributed. "Round and round" motion that mother should encourage in baby was demonstrated. Newspapers were given out because none of these mothers subscribe to a newspaper. Mothers were told to cover the table with large paper at first so that child isn't restricted to a 8 x 11" piece of paper.	5. Some of the mothers expressed concern that their children should be starting right out on large pieces of clean, white paper rather than on newspaper.

December 12, 1967

1. Mothers asked to report on vocabulary lists and ways of teaching opposites. Grandmothers in group were advised to involve the mothers in keeping the vocabulary notebook up-to-date.	1. All of the members of the group responded to vocabulary list. The present ages of the infants range from 15-24 months and there is a span from 6-30 words. Only one mother reported success in teaching opposites (Her child is the oldest in the group.)
2. Distributed and demonstrated how to use new toy, Shapes, Colors, and Forms, as a sequel to Form Box. Stressed starting with 3 biggest shapes, progressing to "big" and "little," and finally using all 3 sizes of all 3 shapes. Mothers were told to name the shapes and to encourage child to repeat. Color should be ignored unless child seems interested or finds other 3 steps easy.	2. No response. Group did not seem as receptive to this toy as others. It is the most difficult to teach because of the multiple concepts involved. Mothers were assured that we will demonstrate again when we're visiting homes.
3. Introduced wooden puzzles as part of our lending library. Each puzzle is in a large envelope and mothers were cautioned to return puzzle to envelope after using, to prevent loss of pieces.	3. All of the mothers checked out the simplest puzzles (3 pieces) and will return puzzles on a weekly or bi-weekly basis, depending on the age and skills of their infant.
4. "Any problems?"	4. "I'm losing my babysitter and will have trouble getting to class unless I find a new one." Someone suggested swapping babysitting with a mother from the Thursday Mother's Group. Everyone indicated that they'd work on finding someone. One mother spontaneously shared that the bag of toys brought for her 3 year old has solved her problem. He now works at the table with his own toys and doesn't bother his sister when she's doing the program toys.

December 19, 1967

1. Mothers were asked to report on the following: (1) puzzles, (2) Shapes, Colors, and Sizes toy, and (3) Crayons.	1. Three piece puzzle was within capabilities of most infants. Mothers offering much help at first, but with practice, about half of the children were able to complete puzzle independently. Success with Shapes, Colors, and Sizes correlated highly with success in Form Box. Crayons seemed to be fun for all. No mishaps reported as babies used them only during work period. Mothers of older children reported success in teaching "round and round."
2. Party Time: coffee, and Christmas cookies served at the last meeting before Christmas vacation. Informal talk.	2. Group was talkative and gay. Some remarks about the good educational Christmas toys purchased for children.
3. Role Playing was introduced. "Generation Gap" was the theme, but we called it "Motherhood" and described the scene as a pretend situation. (See further description on page 20.)	3. Mothers responded favorably to playing the three roles defined, with the three most out-going mothers volunteering first. There was total group involvement in this session with meaningful acting of the roles and keen interest from the audience. A heated discussion followed that lasted through the balance of the meeting and "out the door."
4. Distributed two fun toys: Busy Box and Pounding Toy. The group was told that these toys were not to be included in the program toys basket. It was suggested that mothers introduce them as "transfer toys" to prevent crying when work time is over.	4. Several mothers indicated that they would give toys as Christmas presents to their babies.

No classes December 26, 1968 and January 2, 1968 - Christmas Vacation

January 9, 1968

1. After scheduling follow-up home visits for the month, mothers were told that we would look for the following: (1) All old toys done independently; (2) Scrapbooks with baby naming or pointing to objects; (3) Use of new toy - Shapes, Colors, and Sizes; and (4) Use of crayons.	1. No response.
2. "Any discussion on role playing that we did before Christmas break?"	2. Group responded enthusiastically, indicating that they would like to try it again. Leader indicated new directions for the group after semester break. We would strive for deeper group involvement, using movies, guest speakers, etc.
3. Opened discussion on Time magazine article, "On Being An American Parent" which emphasizes communication between parent and child and the message, "Spend time, not money, on your kids."	3. The subtleties of this article were difficult to translate. Good discussion followed and tie-ins with their children's behavior were made, but confusion and contradictions were apparent.
4. Soft terry cloth balls were distributed with instructions that children be allowed to play with them on the floor.	4. Mothers seemed to understand that there are certain kinds of balls you can give your child indoors, thereby allowing him the opportunity to develop gross motor skills, which are as important as developing skills requiring fine finger manipulations.

January 16, 1968

1. Planned Parenthood representative showed fifteen minute film strip on Methods of Birth Control. She then presented a 30 minute talk, describing local services of Planned Parenthood Clinic.	1. No response. Mothers listened attentatively but no one had the courage to make any comment or to ask a question.
2. Leader asked group how many used birth control pill, intrauterine devices, etc.	2. All said they were on "The Pill except our two grandmothers who remarked that they wished the pill had been available in "their day." What a surprise to receive all the "right answers!

January 16, 1968 (Con't.)

3. Dr. Genevieve Painter (guest speaker) told group of new Adlerian Family Counseling Lab. which meets every Saturday morning. The group was invited to come and listen or bring a problem.	3. No response.

January 23, 1968

1. Review of "where we are with the toys and the babies." Leader reaffirmed the goals for the children as well as stressing the importance of the "group experience" for the mothers.	1. Five mothers indicated that they worked one-half hour or more each day with their babies. The four other mothers present were non-committal.
2. "Any questions?"	2. One mother said her baby is too young (19 months) and she thinks she's not interested in the toys any more. The group offered helpful suggestions on how she could "tease" her child back to the work session. Some understood that this child is in a power contest with mother. (This is the mother who the group had previously advised to let the babysitter work with the toys. See meeting of November 14, 1968.)
3. Book entitled Words distributed to the group. It was explained that though pictures were small, the book could be successfully used for vocabulary development. Mothers asked to spend 5 minutes a day with the book.	3. No response.
4. Group asked to start teaching Body Parts with their babies. Suggestions given.	4. No response.
5. Group then observed two Colonel Wolfe Preschool classes in session downstairs. We observed classrooms from specially equipped observation room.	5. Mother observed with great interest, and our discussion afterwards indicated that they were aware of some of the teaching strategies employed by the teachers.

No class January 30, 1968 - semester break.

February 6, 1968

1.	Leader explained absences of two mothers whose full-time employment made it impossible for them to attend meetings regularly. Staff is making extra home visits with them.	1.	Mothers seemed pleased that this information was shared.
2.	Leader reported improved contact between mother and child in the homes of our two participating grandmothers.	2.	Our two grandmothers expressed pleasure that they have been able to relinquish some of their authority in the home. Both reported that only the mothers work with the babies and the program toys now.
3.	Group asked to report on which toy their babies like best and which toy their babies liked least.	3.	The older babies seem to like the Form Box best and the younger babies prefer the Graduated Rings (with a few exceptions). Stringing Beads and Shapes, Colors, and Sizes were the least interesting.
4.	Words dictated and motions taught for Two Little Blackbirds finger play. Also, copies of Mother Goose book were distributed. Mothers asked to introduce both daily.	4.	No response.
5.	Nested Boxes distributed and demonstrated. Their relation to Seriated Cans was explained and the principle of transfer of learning was emphasized.	5.	No response

February 13, 1968

1.	Group was congratulated on their regular attendance and the staff expressed pleasure in the home visits. All but one of the babies are working well and we have hope for the last who are being seen weekly for behavior training.	1.	Mothers smiled with pleasure.

February 13, 1968 (Con't.)

2. Mothers were asked to report on Words and Mother Goose, Nested Boxes and Body Parts.	2. Only two mothers said their babies enjoyed the books (oldest babies). Considerable success reported by all in teaching Body Parts and Nested Boxes. One baby knows 28 Body Parts (oldest child).
3. Introduced topic for discussion: "What do you feel is the most difficult part of being a mother?" Later the question was re-phrased: "Would you say it is more difficult to raise kids without a father or with one that is no help?"	3. First question elicited answers related to not having enough money to give kids all the things they need. Being on ADC was viewed as a preference to living with a man who wouldn't or couldn't support his family. The second question really stirred the group up. Everyone reacted, and this reaction was beneficial in relieving tensions concerning a subject that embodies the greatest void in their lives and that of their children.

February 20, 1968

1. A different focus on toys, during the second half of the year was explained. Mothers were encouraged to continue with basic toys 15-30 minutes a day, working for complete success. Few additional toys will be added, but we will continue the weekly exchange of puzzles and stress activities that build language development. The feeling of success that the child has and the positive time spent with mother continues to be most important.	1. Most of the babies are working on 6-9 piece puzzles at present and interest is high.
2. Mothers were asked: "Do you feel your child is bored with toys and needs new ones?"	2. All of the mothers responded negatively. In fact, most mothers replied that their babies enjoyed the toys more now that they were successful in the skills.

February 20, 1968 (Con't.)

3. Five small unifix interlocking cubes were distributed to each mother with the explanation that the skills learned with Snap Beads were again involved and transfer of learning would occur with little help from them. Mothers were told to store the cubes in the Stringing Bead box.	3. Mothers enjoyed manipulating the cubes as they were passed out; some indicated that they thought the cubes would be easy for their baby.
4. We initiated the one and only mother-made material today (excepting the scrapbook which was done at home). We brought in construction paper, scissors, glue, and magazines and asked each mother to make a set of Body Part flashcards for her baby. Suggestions for using them at home were given.	4. Mothers approached the project with mild enthusiasm, but all completed a set of approximately 15 cards. There was informal chatter during the work session.

February 27, 1968

1. After making a new home visit schedule for March, leader described children's varying progress with the toys by drawing a graph on the board. She explained how some children progressed rapidly initially and then leveled off at a plateau. Others regressed, as in the cases of two babies who had been seriously ill and hospitalized. Some babies started slowly and are only now making gains. She pointed out the danger of "helping too much" and the importance of regular, positive reinforcement.	1. Mothers appeared to be very interested in this explanatio and asked questions in relationship to their own child. Some were concerned about wha was going to happen to their babies after this year is ove Several indicated that they would like to know what they could do to continue teaching their baby.
2. Mothers were asked to report on success or failure with Body Part flashcards and unifix cubes.	2. Most of the mothers reported that the Body Part cards were too hard to recognize so they stopped using them. They preferred using complete pictur in books or the child's own body as a reference. Half of the group reported that thei babies were able to join and separate the unifix cubes during the first session.

February 27, 1968 (Con't.)

3. Five additional cubes were distributed to each mother. It was suggested that they count them as thet hand them to the babies. Ditto copies of Body Part rhyming games were distributed along with an instruction-demonstration.	3. No response.
4. The leader read a short chapter from the book, Last Exit to Brooklyn by Hubert Selby, Jr. (See page 16.)	4. A heated discussion followed concerning the group's identity with and understanding of the frustrations of the mother described.

March 5, 1968

1. The results of the February home visits were reviewed. Staff explained that they would be looking for the following during March: (1) teaching Graduated Rings (out of order) for older babies; (2) progress in use of scrapbooks; and (3) naming of Body Parts.	1. No response.
2. A can of Play Dough was distributed to each mother with suggestions on how the mother could use this kind of material to enter into play and learning with her child.	2. No response.
3. Excerpts from an article in Ebony magazine, "Birth Control and the Negro Woman" were read. The aricle had a Black Power orientation and provided a different approach from the earlier Planned Parenthood program.	3. Most of the mothers were embarrassed and found it difficult to examine their real feelings on this subject. It was apparent from what was said and what was not said that it was easiest to attack the man, and to accept with resignation (as had their mother before them) that having a lot of kids was their fate. There was some fruitful discussion regarding how they could guide their sons and daughters to exert more control and direction in their lives.

March 5, 1968 (Con't.)

4. Somewhere in this discussion, we touched on the new identity of the black people. The movie "Guess Who's Coming to Dinner" was playing in town and the leader suggested we see it together.	4. All of the mothers (except one grandmother) said they could get a babysitter for the following evening, and everyone thought it was a good idea to go as a Group.

March 12, 1968

1. Mothers were asked to report on Play Dough, on the new way of teaching Graduated Rings (out of order), and on Body Parts.	1. All the babies enjoyed Play Dough and most mothers presented it as a special treat at end of work session. Individual mothers reported that their baby could pound, roll, or make balls with the play dough. Some mothers were teaching their children how to make big and little circles, balls, etc. as well as teaching Body Parts by making a man. Presenting Graduated Rings out of order was difficult with our particular brand of the toy. The leader showed a self-corrective model made by Fisher-Price which would be more suitable. All of the babies were learning Body Parts, though mothers were not using the ditto rhyming verses. They felt it was too hard to read the verses and teach at the same time.
2. Copies of finger plays were distributed and the mothers were encouraged to learn them and to try to teach them to the babies at meal or bedtime.	2. One mother groaned at the mention of this activity. There seems to be a generally negative feeling about teaching nursery rhymes, finger plays, etc. The mothers feel the babies are too young. The mothers are impatient and lack the skills or interest to pursue these kinds of activities.
3. A discussion of the movie, "Guess Who's Coming to Dinner" followed.	3. "Best picture I've ever seen" was the group consensus. None of the mothers viewed the movie as unrealistic or atypical. There was a kind of rosy glow manifested in the excitement and satisfaction of seeing a Negro portrayed so brilliantly.

March 19, 1968

1. Thirty minute film, "Palmour Street" was shown which depicted a poor Negro family in Gainsville, Georgia. The film was a compassionate and realistic portrayal of the problems of a family where both mother and father were working and trying to give the children love and encouragement to meet the world beyond the home. When the father is seriously injured at work, the mother is faced with an uncertain future and added financial need.	1. A meaningful discussion followed. The group reminisced and identified with their similar upbringing in the South. They felt that although greater financial mobility was possible in the North, there were additional and perhaps more difficult problems to come to terms with, namely, problems of acculturation, fatherless homes, and absence of church and family ties. They were also interested in evaluating the things the parents did to educate and prepare their children for adulthood.

March 26, 1968

1. The group's help was enlisted in evaluating the program for the babies.	1. This was a disappointing activity with the Tuesday Group (not so in the Thursday Group who responded well in critical analysis of materials used). The Tuesday Group responded as follows: (1) Form Box: only three babi (the oldest) can do all forms without help. All babies can do the circle and square without help. (2) Graduated Rings: all babies are successful when the rings were presented as a "success toy" and the rings were given in order. The self-correcting Fisher Price model would be the choice for use with future teaching of infants. (3) Snap Beads: complete success for all babies. (4) Shapes, Colors, and Sizes younger babies were unabl to perform this task and do not perceive shapes or sizes. (5) Unifix cubes: complete success for all babies an transfer of learning from Snap Beads.

	(6) Cans and Nested Boxes: all babies enjoy these toys and achieve varying degrees of success in stacking and inverting. (7) Fun Toys: all of the children enjoy them. (8) Books: all babies favored Three Little Kittens. (9) Scrapbooks: five of the babies can identify pictures and enjoy carrying their book around the house with them. (10) Scissors and crayons: all enjoy the crayons and some of the older babies can cut, using both hands. (11) Puzzles: all of the children enjoy them with varying degrees of success, depending on age of child.
2. The leader stressed the need for flexibility in using the program toys and materials. This discussion grew out of reports from some mothers that some toys were too difficult for younger babies and that they didn't have time to do the whole program of toys daily.	2. Flexibility in teaching and recognizing individual limitations and differences in each baby was difficult to translate to this group, especially after the initial thrust in structuring the work time. Staff must be aware of this development and future program planning.
3. A pilot project of disadvantaged mothers in Kansas City, Missouri who were being involved as teachers of their own children in nursery school was described. The importance of praise as it correlates to learning and the difficulty these mothers had in providing adequate praising was emphasized. It was easier for these mothers to praise other children than to praise their own.	3. The group was able to identify praise and a good working relationship as most important if a mother was going to be successful as a teacher of her child. They agreed that it's easier to praise and recognize another child's good work: "You tend to expect too much from your own kid and get angry and mad at him if he doesn't please you."

April 2, 1968

1. Ten wooden blocks and a set of five plastic nesting cups were given to each mother. Mothers were encouraged to present these materials and let their babies experiment with them. It was explained that a	1. It was a little unsettling for mothers not to receive a teaching format, but they promised that they would try not to direct their baby's use of these materials.

April 2, 1968 (Con't.)

1. Con't. positive interaction with their baby did not always imply that they would be issuing directives in teaching.	
2. A young black, male speaker (John L. Johnson) was introduced. He is a leader of a local Black Power youth movement that argues for pride and self-determination of black people. He spoke with passion and conviction of the new role blacks must begin to play in shaping their destiny. He left the group with the challenge to become involved in neighborhood and city programs that could help them and their children.	2. Though the group was initially fearful and suspicious of this young man and what he represented in the community, they soon became involved and absorbed in what he had to say. He opened their eyes and their minds, probably for the first time, to a responsibility they have to effect changes in their community.

No class on April 9, 1968 - Easter vacation

April 16, 1968

1. The importance of verbal interaction with child during work period was emphasized. Children learn to talk initially by mimicing. Mothers were told to speak slowly and clearly, to encourage children to repeat key words such as big, little, up, out.	1. This was a difficult lesson to communicate to these mothers because they are self-conscious about their own speech.
2. Inexpensive chalk boards and chalk were distributed. (A mother in the Thursday Group had offered this item as a suggestion to supplement the program toys and to encourage further involvement of mothers in program planning, we adopted the item.)	2. No response.
3. Field Trip to local library to secure library cards for the group and to acquaint mothers with the wealth of books available to them.	3. The group seemed to enjoy the experience. All withdrew books for their children and indicated that they were going to store them in the laundry basket for safe keeping.

April 23, 1968

1.	Concepts to stress in the final month of program: (a) New toys which represent a transfer of learning or building on previous learning. (b) Using words for shapes and sizes: circle, square, triangle, big, and little. (c) Encouraging baby to name or label objects. (d) Teaching prepositions: in or into, under, on top of, next to, in back of, and in front of. Using the Nested Boxes to teach prepositions. (e) Numbers: counting boxes as baby stacks or inverts them.	1.	Mothers with older babies (2-2½ years) feel these skills are within the reach of their babies. One mother reported that her 26 month old girl can count to 13. Positioning cans or boxes is a "fun way" to teach prepositions.
2.	Parts of several articles which pointed up the national concern over early education were read. The group was asked to respond to the significance of mothers' involvement in educational programs.	2.	There was a consensus that mothers feel more worthwhile when they are able to share in the education of their children and that this group wished they had known what to do with their older children when they were babies. The latter feeling was prompted by the poor school achievement records of their older children.
3.	Role Playing: Volunteers were asked to play the role of indigenous leaders in their neighborhoods and to attempt to recruit new mothers for a Mothers' Training Program. The two staff members would take turns playing the role of the resistant mother who had to be talked into joining the program.	3.	We had time for two mothers to "talk our resistant mothers into" joining a group such as ours. Both did an excellent job, and their arguments brought out their positive gains from the program. (We had two visitors who were in the midst of setting up a Parent-Child Center in Southern Illinois. They were convinced that these mothers would be the best kind of sales people to recruit new mothers.)

April 30, 1968

1.	A picture object lotto game was explained and distributed to each mother. Each mother took one master card and will return and exchange it on a weekly basis.	1.	No response.

April 30, 1968 (Con't.)

2.	A questionnaire that was designed to determine superior mental ability in babies was read to the group. Their reactions were encouraged.	2.	The mothers were interested in the questions and related them to skills the babies had mastered in our program. Particularly relevant were questions relating to interest in learning, attention span, and transfer of learning. The group's response to acquainting a child with his outside environment provoked a heated discussion. All but one of the mothers live in the Negro ghetto and live in constant fear of their environment. ("The kids aren't safe nowhere except at home." "You can't go out after dark.") The leader drew on comments made by our Black Power speaker, urging the mothers to take a stronger voice in neighborhood centers, the school, and the park recreational programs. Hopefully, this will be an issue we can act on in next year's program.

May 7, 1968

1.	The group was told that we would have visitors next week from a Chicago ghetto who wanted to view the merits of our program. The group was asked if they would help out by demonstrating teaching techniques with a particular program toy.	1.	All mothers seemed receptive to the idea and chose the toy or activity they would prepare to present next week.
2.	As a follow-up on last week's discussion regarding the lack of police protection and safety in the public parks, the group was told of a program for 2-4 year olds at Douglas Center (neighborhood center). Mothers were urged to volunteer as workers at the Center. Those who could not volunteer were to indicate if they would like their children picked up every Tuesday and Thursday afternoon for an hour of supervised play.	2.	The group responded favorably and the names of 15 children between 2-4 years were submitted to Mrs. Joe Jackson, who has organized the program.

May 7, 1968 (Con't.)

3. As a follow-up on last week's discussion of community involvement, Family Service's new Child Care Center plans were explained to the group. Mothers could consider having their home licensed to care for working mother's infants or using such a Center if they envisioned a plan of furthering their education or working outside the home.	3. In terms of the resources of this group, such goals are ill-advised. The children of the two working mothers are the most neglected in the program. Neither has transportation resources to take their babies to a Child Care Center. The other mothers are already overwhelmed with caring for too many babies, their own and those of their working neighbors and relatives. One could conclude that to return to school full-time or to work would only serve to further defeat them in their role as mother and stabilizer of the family.

May 14, 1968

1. Mothers who were able were asked to respond to Mrs. Jackson's (Douglas Center) plea for volunteers to help supervise the 2-4 year old program on Tuesday and Thursday afternoons. The toddler program will start when summer vacation begins.	1. One mother asked for Mrs. Jackson's phone number, and several others wrote it down.
2. Role Playing. Mothers took turns demonstrating teaching techniques, using the toys they had signed up for last week, while other mothers took turns playing the child. (Our Chicago ghetto workers hadn't arrived so we proceeded without them.)	2. All of the mothers responded freely, confidently, and without embarrassment. Everyone had an opportunity to play both "teacher" and "baby." This was an extremely successful activity and the mothers really accomplished something. They were able to communicate what they had learned, with confidence. (Staff wondered whether this activity could have been introduced earlier, and we recommend that it be tried earlier with other groups.)

May 21, 1968

1. The Family Counseling movie was shown to the group. The counseling was done by Dr. Dreikurs, the author of the pamphlets we had read and discussed earlier in the program. The movie portrayed the problems a Negro mother had with her 11 year old son. It brought out the boy's position in the family constellation, that he saw men as "bad" and women as "good," and that he was starting to enact the role of the "bad" man.	1. The discussion of the group centered around problems a boy can have when his mother has a low estimation of men. Also, mothers "talk too much;" they should be stricter with their boys. (Staff felt that this particular movie was directed more towards professionals and should not be use for groups such as ours.)

May 28, 1968

1. Conclusion of the program: we had a cake decorated with "Contratulations Mothers," coffee, and cokes. Mothers were told they would receive framed certificates later, signifying their successful completition of the program. Slides of pictures we had taken during the year and a viewer were passed around.	1. The mothers seemed sincerely pleased to learn that they were to receive certificates. We wished we had taken more pictures as they were eager to receive prints. (We will deliver prints with certificates.) There was a general feeling of disappointment that the year had come to an end. All said they hoped the program would be continued next year. They voted to meet in the evening rather than during the day, as they would have less trouble finding a babysitter.
2. Each mother was asked to respond to a questionnaire given by a "stranger" in an adjoining room. This questionnaire was to be "their evaluation of the program." The mothers left the room individually and were back in about 10 minutes, so we were able to complete the questionnaires during the class time.	2. The mothers were so interested in the results of the questionnaire that we agreed to meet the following week to discuss their answers.

June 4, 1968

1. The group was told that we were pleased with the results of the questionnaire, and we thanked them for their cooperation and help in evaluating the program.	1. No one felt that there were "right" answers to give, but the mothers were aware that we were looking for feedback of principles of teaching.
2. Staff expressed hope that we would meet again in the fall and urged the mothers to continue working with their babies.	

EVALUATION OF PROGRAM

The mothers evaluated the program during the last class by answering a questionnaire which the staff had prepared beforehand. Each mother went individually to another room and was interviewed by a person who had not been involved in the program, because the staff did not feel that they could administer the questionnaire without giving away the "right" answers. Mothers answered questions and added any additional comments they wanted to make. Several questions have more than one appropriate answer, and the mothers were told to choose the answer that suited them best. A copy of the questionnaire follows. A tally of the responses of the twenty mothers appears in parentheses before each answer.

1. The most difficult toy to teach my baby was

    a. Snap Beads.
    (3) b. Graduated Rings.
    (3) c. Stringing Beads.
    (7) d. Shapes, Colors, and Sizes.
    (7) e. Form Box.

2. My baby's favorite toy was

    (1) a. Shapes, Colors, and Sizes.
    (4) b. Stringing Beads.
    (4) c. Form Box.
    (10) d. Snap Beads.
    (1) e. Other ______________

3. The best toy for teaching a child to follow instructions is

    (2) a. Pounding Toy.
    (11) b. Stringing Beads.
    (7) c. Play Dough

4. The best toy for teaching a child to think or solve a problem is

    (1) a. Snap Beads.
    (5) b. Blocks.
    (14) c. Form Box.

5. The best toy for teaching a child to have fun and be successful is

(9) a. Play Dough.
(3) b. Shapes, Colors, and Sizes.
(8) c. Learning Tower.

6. In encouraging your child to learn, it is most important to

(2) a. Make sure the house is clean.
(16) b. Praise him when he does what you want him to do.
c. Scold him when he makes a mistake.
(2) d. Demonstrate the toy several times.
e. Let him know that you know more than he does.

7. If your child refuses to do what you ask with a certain toy or he starts to "fool around," you should

a. Give in, and let him play with the toy as he likes.
(2) b. Give him another toy.
(14) c. Put the toys away and try again when he is more cooperative.
(2) d. Try to coax him by giving him something to eat.
(1) e. Whip him.

8. In teaching how to stack cans or boxes, you start out with

(1) a. 5 boxes or cans.
(18) b. 2 or 3.
c. Only 1.
(1) d. As many as you can find.
e. None of the above are right.

9. When you are playing with your child, try to encourage talking by

a. Giving him a cookie.
(3) b. Talking baby talk to him.
(2) c. Show him pictures.
(12) d. Talking to him slowly and clearly
(3) e. Keep quiet so he can talk.

10. Having your child help to put his toys away is important because

(2) a. You have less to clean up.
(2) b. No one wants a dirty house.
(15) c. You begin to teach him that order is necessary in life.
d. You might lose a part of a toy.
(1) e. It gives him something to do.

11. The easiest shape to teach a child is

a. Triangle.
(20) b. Circle.
c. Odd shape.
d. Square.
e. Thin Shape.

12. In teaching my child, it is *most* important that I

(1) a. Whip him when he needs it.
(15) b. Have a good relationship with him.
c. See that he gets to bed on time.
d. Have him eat with good manners.
(4) e. Let him know who's boss.

13. In a democracy, it is important for parents to feel that

(13) a. Children's rights need to be respected too.
b. Spare the rod and spoil the child.
c. Kids can do whatever they want.
(7) d. Parents' rights come before the child.

14. What I enjoyed most about being in this program

(1) a. One afternoon out of a week.
b. Giving my baby toys that I couldn't affort to buy.
c. A chance to get together with other mothers to talk over problems.
(9) d. Doing something that will help my child.
(10) e. Learning new ways to improve my child's behavior.

15. In giving time to my child each day with the toys

(4) a. I really have to organize my time.
b. I don't get my housework done.
(1) c. The other kids are jealous.
(4) d. I find that he's easier to handle.
(11) e. I feel better as a mother.

16. I'm convinced now that

a. Kids shouldn't go to school until they're 5 years of age.
(4) b. The earlier you start teaching a child, the better.
c. Nursery school age is soon enough to start learning.
(16) d. All babies should be in a program such as this.

17. Mothers can teach their babies only if

(1) a. They have lots of toys to work with.
(3) b. They have a table n' chair set to work on.
(16) c. They have a good working relationship with their baby.
d. They have a college degree.

18. I now think that

a. Only professional teachers should teach children.
(3) b. Grandmothers should let the mothers have the most to say in raising their children.
(17) c. Mothers can influence the mental growth of their babies.

19. I have found that my child learns the toys faster when I

    (18) a. Praise him everytime he does something right.
    (1) b. Leave him alone.
    c. Let him know that I don't like it when he makes a mistake.
    (1) d. Give him something to eat.

20. The biggest value of this program has been

    a. For the University research.
    (5) b. For me, as a mother.
    (7) c. For my child.
    (7) d. For our whole family.
    (1) e. Ruth and Erla.

Additional comments, if any:

Questions 1 and 2 called for "any answer." Those three mothers who named the Graduated Rings as the most difficult toy to teach were presenting it with the discs out of order at the time of the questionnaire, a more difficult task. Presented thusly, putting the discs back on the spindle in order is not easily accomplished before 3 years of age.

Questions 3, 4, 5, 8, and 11 were related to the mother's understanding of the concepts in teaching the toys. We should comment that those mothers who chose Play Dough in 3 and Blocks in 4 were presenting these Fun Toys in a structured manner. Several mothers had difficulty letting their babies freely manipulate the Fun Toys. It was not easy for the mother to function differently, depending on the toy, and we had mothers who had to "teach" the Play Dough and Blocks. Those two mothers who chose (a) and (d) in question 8 had the oldest babies in the program and these babies could easily do the two tasks with 5 seriated cans at the beginning of the program.

Questions 6, 12, 17, and 19 related to positive reinforcement. Those mothers who chose (e) in 12 had some problems initially in directing the activities with their babies during the work sessions. Their response was appropriate in terms of their awareness of the particular problem they had.

Questions 13, 14, 15, and 20 dealt with mother's needs versus child's needs as they related to the program. In question 13, (d) was poorly worded and confusing to the mothers.

The difficulty the grandmothers had in changing attitudes or admitting deficiencies in their child rearing methods was shown in the questionnaire. In question 7, one grandmother chose (e) and another said none of the answers applied to her as she "never had this problem." In question 12, the two who selected (a) were grandmothers.

Some of the additional comments supplied at the end of the questionnaire are given below.

> I wish they'd had this program when the rest of my kids was coming up. It teaches them not to be so selfish.
>
> They should keep the program all the time for other babies. Mothers in this should not stop but keep on doing this with this child and their others to come.
>
> This kind of a program should be taught to all mother. I never knew the best kind of toy at all.
>
> I got a lot of enjoyment out of the program. . . . and my kid did too.
>
> I have enjoyed it very much. It has helped me and him. He has enjoyed it. It makes him more happy. I learned a lot of things I could teach him.
>
> It's been good for the whole family. He's learned the value of things he has to take care of. He follows directions from others too. It's already helping my newest baby. I don't just leave him to play alone now.
>
> The program has changed our whole house. It looks like I have more time. It makes you think more.
>
> It helped me a lot. It helped me to learn a lot about my child that I didn't know....how to handle her when she can't have her own way. Usually I'd give in. Now, with the toys, I don't give in. It's taught her she can't always have her own way.

It has made my baby learn more than if I hadn't come. The others listen in too.

Sometimes neighbor children come over and I teach them. I go to other homes to teach mothers how to play with their children. Now some of them can string beads and things. It seems like when someone comes, my boy wants to show them how to do things with the toys.

There should be more of these programs. It gives the new babies a better start.

I learned quite a bit. It should continue. I have nine children and it's helped me know how to help them.

It has changed Cynthia. She was real stubborn. Now she behaves better. She used to be afraid of the teacher. Now she likes her.

It has changed me. I didn't use to take up much time with my children, talking to them, or taking them places. Now I take them to the parks and to church. We have a lot of fun.

These kinds of programs should be everywhere. I really enjoyed it.

SUMMARY AND CONCLUSIONS

The success of this program suggests that Mothers' Training Programs should be developed wherever cultural deprivation exists. It is a program of self-help, aimed at reaching the entire family, and preventing problems before they arise by fostering dignity, effectiveness and attitude change in the mother.

The group approach has obvious merits. It is an effective way to change attitudes and a practical and economical way to provide treatment in densely populated ghetto areas. One full-time or two half-time staff persons can work effectively with twenty to thirty families. Based on our experience, we believe classes should be small, to facilitate total group involvement during discussion periods. Since most of these families are subsidized with Public Funds, we heartily endorse the policy of paying them $3 a week to attend meetings so that the mother can pay a baby-sitter in her absence. For a program involving twenty mothers who attend twenty-five classes, the total baby-sitting cost would be $150. A program of toys and materials for twenty babies, at $50 per child, is an additional $1000. If classes are held in a Community Center or local school, the total cost of the program would not exceed $8,000, depending on staff salary.

Based on our experience, we believe the Program Toys used are best suited for babies between 16-24 months. Ideally, these babies and their mothers should continue in such a program for a two year period. During this time, the child would be exposed to toys and materials designed to stimulate learning in sensory-motor, concept, and language development. During the second year, fewer toys might be used, and a greater emphasis placed on activities that stress numbers, classification, sorting, patterning, and sequencing.

While the educational toys used in this program fostered intellectual and language growth, we believe the real import to our babies cannot be measured at this time. These benefits include qualities that correlate with academic achievement: (1) motivation to learn, (2) increased attention span, and (3) good work habits. We were impressed to observe these babies working at their tables, attending to the program presented by their mothers, for as long as an hour. The interest they displayed, the encouragement their mothers gave, and the success the children experienced may have long lasting positive effects. If this process can continue in the home, later academic achievement should be greatly facilitated.

There seemed to be no relationship between the number of years spent in school and the effectiveness of a mother as a teacher. A warm, encouraging relationship seemed to be the criteria of success. A certain rigidity developed in the teaching of some mothers, and we tried to develop greater flexibility in teaching near the end of the program. We may have over-trained the mothers initially to be in charge, to work only at the table, and to keep the toys in the basket. Many mothers later found it difficult to operate more flexibly when their child was ready to experiment and work independently. In a second year program there should be activities that are new and structured, which call for strong mother involvement with the child and activities where the child is able to build on his past experiences, and work with little or no help from his mother. In the second year, we also hope to secure greater mother involvement in program planning and have them draw on the strengths and weaknesses of their child.

Since only fifteen of the twenty mothers in this year's program will participate in a second year program, and because group cohesiveness already exists, the fifteen mothers will be included in the same class. Staff leadership will be minimal in every respect. We would like to demonstrate that this highly motivated group of mothers, utilizing their own indigenous leadership, can assume major responsibility in determining the content of classes.

APPENDIX

Toys, Description, Price, and Source

The budget of $50 per child for expendable materials was used as follows:

1.	Table and Chair Set	$ 10.70
2.	Large plastic laundry basket	.80
3.	Graduated Rings	2.00
4.	Form Box (Form Sorting Box)	2.95
5.	Snap Beads	1.10
6.	Stringing Beads	1.75
7.	Shapes, Colors, and Forms	2.50
8.	Nested Boxes (Nesting Blocks)	1.50
9.	Pounding Bench	3.19
10.	Busy Box	4.50
11.	Music Ball	1.00
12.	Blocks	1.00
13.	Learning Tower	1.25
14.	Play Dough	1.00
15.	Scissors, Crayons, and Chalk Board	1.25
		$ 36.49

Comments on the toys we used:

The table and chair sets we ordered were not the best, but they did fold up and this is important in houses with cramped living quarters. We cautioned mothers and older children not to sit on the small chairs, so we didn't have any broken chairs. The tables were all usable at the end of the program. We recommend spending more money and purchasing a better set, especially if the program is to continue over a two year period

The Graduated Rings used were a PLAYSKOOL toy, listed Color Stacking

Disks in the catalogues. We prefer a similar toy, manufactured by FISHER PRICE, called Giant Rock-A-Stack. It is comparable in price and is a self-corrective toy.

The Form Box was a PLAYSKOOL toy and inferior in quality to a Large Shape Sorting Box from CREATIVE PLAYTHINGS. We recommend the latter for younger babies, although it costs $5.

Snap Beads are from FISHER PRICE and are called Giant Snap-Lock Beads in the toy catalogues or in the stores.

We recommend Jumbo Beads by PLAYSKOOL for Stringing Beads.

Nested Boxes, (called Nesting Blocks), Shapes, Colors, and Forms, the Learning Tower, the Pounding Bench, Busy Box, and the Music Ball were all ordered from the CONSTRUCTIVE PLAYTHINGS catalogue.

Unifix Cubes, were ordered from CONSTRUCTIVE PLAYTHINGS. Two boxes of these cubes, at $2.45 a box, is sufficient for a program of twenty babies.

The Picture Lotto game which is listed in the program is manufactured by Platt & Munk. Four boxes at $2 a box can be rotated in a program of twenty babies.

We recommend the following puzzles for the lending library:

PLAYSKOOL -	Birthday Party	(3 pieces)
	My Toys	(4 ")
	My Baby Pets	(4 ")
	My Stuffed Animals	(5 ")
	Fruits I Like	(4 ")
	Birds I See	(3 ")
	I Set The Table	(5 ")
	Peter Rabbit	(6 ")
	Elly Elephant	(6 ")
	Monkey Shines	(7 ")
	Nutty Squirrel	(8 ")
JUDY Pre-Kindergarten Series		
	Boy	(6 pieces)
	Girl	(6 ")
	Dog	(3 ")
	Kitten	(3 ")
	Car	(4 ")
	Airplane	(5 ")

The PLAYSKOOL puzzles can be purchased in most stores; the JUDY puzzles were ordered from the CONSTRUCTIVE PLAYTHINGS catalogue. The latter are recommended because the Boy is negro and the Girl is oriental. The PLAYSKOOL puzzles are $1.85 each and the JUDY puzzles are $1.75 each.

Addresses to secure catalogues are:

1. CONSTRUCTIVE PLAYTHINGS
   1040 E. 85th Street
   Kansas City, Mo. 64131

2. CREATIVE PLAYTHINGS
   Princeton, New Jersey 08540

3. CHILDCRAFT EQUIPMENT CO. INC.
   155 East 23rd Street
   New York, N.Y. 10010

4. BECKLEY-CARDY*
   1900 N. Narragansett Ave.
   Chicago, Ill. 60639

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*We purchased our table and chair sets from this company, and many of the toys mentioned are also available from Beckley-Cardy.

MOTHERS' TRAINING PROGRAM:

SECOND YEAR INTERVENTION*

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*There were fifteen participating mothers in the second year program. Their child subjects were between 24-36 months at beginning of second year program.

August 1969

MOTHERS' TRAINING PROGRAM:
SECOND YEAR INTERVENTION

I. Introduction

The structure of the second year's Mothers' Training Program was like the first year in that the mothers met weekly as a group for two hour sessions. The fifteen mothers who had voted to participate in a second year program were consolidated into one class and met on Tuesday evening for a total of 30 meetings (beginning October 8, 1968 and ending May 27, 1969). The mean attendance for the eight month period was 80% with six mothers absent from less than 3 meetings.

Class time was divided as during the first year to include mother-centered and child-centered activities. With the exception of the last two months (when an additional staff member joined the group), only one staff person participated in the second year program. In an effort to demonstrate the abilities of the indigenous leadership present within the group, all program activities were shared. This included note-taking during meetings, rotating class leadership within the group, program planning, and making home visits. Strong commitment to program goals, positive self-identity and verbal interaction, and interest and involvement in community action programs were the expressed characteristics on the part of the mothers in the second year's program.

In presenting the ingredients of the child-centered and mother-centered parts of this year's program which follows, I will emphasize those characteristics of the second year program which most clearly delineate it in content from the first year program.

II. Child-Centered

A. Extension of first year's materials and activities

1. Art materials. All of the children enjoyed regular cutting and coloring activities. Many of the 3 year olds were successful in continuous cutting action with their scissors, following outlines of circle or square. A supply of newsprint was available in all of the homes and through regular practice in making circles, horizontal and vertical lines, and crosses, many of the older children were able to draw a "stick figure of a man." correctly placing hair, eyes, ears, mouth, and fingers.
2. Scrapbook. As opposed to the first year program emphasis of using the scrapbook to elicit "labeling" responses from the infant in pictures which the mother had cut and pasted (using magazines), during the second year the child cut or colored and pasted his own projects into his scrapbook. (These included snowmen, geometric shapes, and collages made from scraps of material and construction paper.)
3. Geometric shapes. The circle, square, and triangle, introduced during the first year in the Form Box and Shapes, Colors, and Sizes toys were presented during the second year, using masonite forms, plywood templates, and several of the lending toys (discussed later). Most of the children were able to recognize and name these three shapes, as well as distinguish big, little, and middle-sized shapes. The oval shape was introduced at Easter time when each of the children received a plastic Easter egg with 5 different colored jelly beans in it
4. Picture Lotto. Extending the infants' success in matching simple picture lotto objects familiar to them during the first year program, additional practice was offered during the second year. Picture lotto

cards of animals, fruits, flowers, etc. introduced classification and sorting activities presented later.

5. Puzzles. A lending library of wooden in-laid puzzles was expanded during the second year to include 3-20 piece puzzles. All of the children loved working the puzzles and the oldest subjects were able to complete 20 piece puzzles with persistence and practice.
6. Stringing beads. All of the children enjoyed and were successful in stringing small ½" sized wooden beads after success stringing larger 1" sized beads during the first year program.
7. Body parts. Reinforcement of identity of body parts and prepositions were extended by having the child position a 4" rubber circle in a game relating to child's body parts and objects in the home i.e. "Put your circle between your hands; under the table; on top of your head."

B. New concepts and materials

1. Headstart Books. Each mother-child dyad received a set of three books entitled Looking and Listening, Thinking and Imagining, and Knowing and Naming. Regular assignments were given from these books and mothers were encouraged to try to copy the "model" of presentation offered by the teacher in class. Mothers reported that older siblings regularly used these books in reading to younger children in the family.
2. Marianne Frostig Materials. All of the VM forms were regularly presented to the children by their mothers. The concept of left to right progression and visual motor coordination were stressed. Many of the older children became adept at following a multi-curved line with a crayon. All of the children enjoyed playing the game of "take the boy to the tree."
3. Sorting. Using margarine containers, all of the children were introduced to sorting, first, concrete objects, and later, 1" circular

cardboard discs with pictures of objects on them (no color cues). All of the younger children could sort 5 objects each into 2 different boxes, while several of the older children became proficient in sorting as many as 6 different categories at the same time. (The alphabet letters A-F were introduced in this manner.)

4. Patterning. Using rubber counting units (animals, transportation units and family figures) as well as felt pieces of familiar figures, all of the children had considerable practice in manipulating and arranging these materials in patterns. Words such as "first," "next," and "last" were stressed and they became aware of direction and lines on paper as they duplicated patterns made by their mothers.
5. Sequencing sizes. All of the children had practice sequencing 5 different lengths of colored sticks. Some of the younger children were only successful in matching the different sizes to their drawn outlines but all were exposed to vocabulary of "big, biggest, little, littlest, tall, short, what goes first? next?" and mothers were encouraged to reinforce concept of size in abstract through different assignments offered in the Headstart Books.
6. Classification activities. Rubber and plastic animals, vehicles, family figures, and fruit were concrete manipulative materials that the child could play with as his mother encouraged him to find these objects in the classification content pages of his 29¢ Words Book. (Several of the children treasured this 29¢ book so highly that they slept with it.) Match-and-Check Sets (Scott, Foresman & Co.) were also rotated among the children to provide further concrete experiences of identity in classification of supra- and sub-classes.

7. Miscellaneous Activities. Color and number concepts (1-1 counting) were introduced and reinforced with all of the materials. The five oldest children in the program knew the 7 basic colors at the end of the year as well as 1-1 counting of concrete objects to 5; they were likewise able to reverse number as objects were removed. Success with number concepts was fostered in the use of the assignment books, counting fingers and toes, and in a game the mothers regularly played with the children, called "What's Missing?" Each mother had a metal or plastic box with 5 familiar objects in it. Starting with 3 objects initially and putting them on the table in a straight line, she would tell her child to first close his eyes. She would then remove one object and hide it, and then ask the child to open his eyes and tell her what was missing. There were several variations of this game, all of which reinforced number concepts.

C. Lending library of toys and materials

1. Seasonal pictures
2. A Trip to Farm pictures
3. Action Pictures
4. Rubber Negro puppets and finger puppets
5. Beaded Numerals
6. Screwing and Unscrewing (Kiddiecraft)
7. Plastic Pegboard and Pegs (Milton Bradley)
8. Discovering Opposites
9. Add-A-Rack
10. Number learner
11. Teaching Aids
12. Constructo Straws
13. Puzzle Blocks

14. Coordination Block Set
15. Form Board (Playskool)
16. Kiddiecraft Posting Box
17. Hardware store items (eye and "u" bolts and nuts)
18. Mattell See n' Say toys
19. Peg and Shape Sort Board

D. Lending Library of Books

In addition to the three Headstart Books and the Words book which were given to each child, there was a lending library of books. Besides those listed below, during the last two months of this year's program, a new staff member visited each home on a weekly basis and exchanged library books that the Public Library made available to our program. She also took the children and their mothers in groups on two field trips, to the Natural History Museum and the University Farm. These trips and the experiences gained from them were reinforced in the books the children had available to them.

1. Bear Book
2. Tiger Book
3. Ann Likes Red
4. The Rabbit
5. The Sandwich
6. The Tent
7. Big Beds and Little Beds
8. I Can Count
9. All By Himself/Herself
10. Fireman Book
11. Policeman Book
12. Farm Animals

13. Nursery Rhymes
14. Counting Rhymes
15. Three Little Pigs
16. My House
17. The Best of All
18. Car and Truck Book
19. When I Am Big
20. This Is My House
21. ABC Book

III. Mother-Centered

The major difference between first and second year meeting content is in the greater quantity of time spent this year discussing topics related to community action programs, and for some, expressed involvement. Interaction during meetings was consistently lively and meaningful to the group as those mothers who ventured out into the community began to share their views. (This was not possible during the first year program as this kind of group direction had not begun to be realized.)

Experiences which appear to have been most meaningful to the group and which were shared in the program content and community involvement areas are reported below.

A. Program content

1. Rotational leadership. Five mothers presented "talks" and moderated this discussion that followed in order to gain experience in group leadership.
2. Sharing responsibilities of leadership. One mother served as note-taker at meetings for the year; four mothers were trained as home visitors and ably performed in paraprofessional capacity.

3. Planning meetings. The group planned and presented a demonstration of things they had learned in this program for eight visiting teachers from Peabody Teacher's College; four mothers presented a taped panel discussion on family planning; one mother arranged for speaker to come and give talk on Black History; mothers planned and participated in video taping of problem-solving relating to community and family pressures.
4. Group response. This year the mothers volunteered suggestions during program toy demonstrations. Also, there was spontaneous feedback in teaching principles and concepts presented by the teacher (this was not evident during the first year program). It would seem that improved self-concept and self-confidence in capabilities were really felt during the second year.
5. Response to guest speakers. Besides individual mothers presenting "talks," we had several guest speakers. In all cases, what they had to offer was welcomed by the group, particularly in areas of community action programs. As opposed to the first year program, this year mothers seemed to be receptive and "ready" to get involved in problems outside of their own households.

B. Community involvement

There were a number of areas in which several mothers in the group demonstrated considerable personal growth and self-help. Perhaps the most outstanding example of self-sacrifice and purposeful direction is the mother of seven children (under 9 years of age) who enrolled in O.I.C., attending school for three hours a night, four nights a week for a period of three months in order to be able to pass the G.E.D high school equivalency test so that she could get "off Welfare" and get a job as a paraprofessional teacher. She is one of the three mothers who have been hired by the University to work as paraprofessional teachers in the nursery school this summer.

Head Start program involvement was a particular area of interest to our group. One of the mothers was initially hired as an assistant teacher at the beginning of the year; she has since been promoted to Head Teacher. Two mothers presented a talk about our program to Head Start Parents' group. Another mother attended Head Start in-service training meeting in Chicago for three days. Also, four other mothers assumed responsibility for summer recruitment of Head Start children.

There were other examples of involvement in community affairs. One mother presented a short talk at a PTA Council meeting, suggesting that all mothers should have an opportunity to know how to "help their children" by participating in a group such as ours. One mother volunteered her time to serve as catalyst in new mothers' group forming through a local public school. Five mothers took advantage of trip to Chicago to hear Rev. Jesse Jackson and learn more about self-help programs in large metropolitan area.

Finally, total group involvement was demonstrated when a meeting was called through the local EOC office to discuss the possibilities of establishing a Parent-Child Center in the community. Twelve of our mothers were able to attend this meeting. They were the only persons indigenous to the neighborhood who attended the meeting. A letter of intent and interest was directed to Washington, D.C. office with these mothers' signatures on it, and specifying that they would be willing and interested to help in organizing and working in such a Center.